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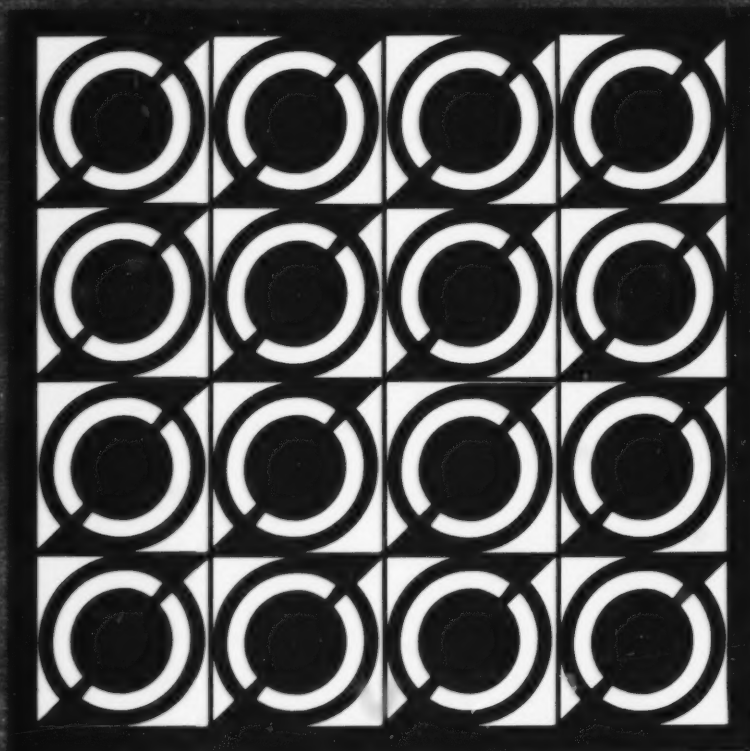
ABSTRACT

This document provides general instructional guidelines for district administrators and teachers in Texas as they attempt to meet the goal of preparing students for citizenship in a democracy. The framework includes the legal requirements for social studies and provides guidelines to school districts in planning social studies programs for grades K through 12. It reflects legislative mandates, State Board of Education rules, and developments in social studies education that have occurred since previous publications. It contains the following chapters: "Overview: The Social Studies Program, Kindergarten-Grade 12"; "Curriculum Documents"; "Aspects of the Social Studies Program"; "Social Studies Essential Elements"; and "Special Student Populations and the Social Studies." Appendices provide an outline of curriculum requirements prescribed by state law and state board of education rule; legislative provisions concerning experimental and local credit courses; legislative provisions concerning honors courses, and a set of suggested guidelines for evaluating social studies programs. A pull-out chart displays the social studies requirements for grades K through 6. (APG)

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SOCIAL STUDIES FRAMEWORK

KINDERGARTEN - GRADE 12



TEXAS EDUCATION AGENCY AUSTIN, TEXAS

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Foreword

Preparing students for citizenship in a democracy, while a goal of all public education, is a major responsibility of the social studies program.

Social Studies Framework, Kindergarten-Grade 12 provides general instructional guidelines for district administrators and teachers as they attempt to meet this goal. The framework includes the legal requirements for social studies and provides guidelines to school districts in planning social studies programs for K-Grade 12. It reflects legislative mandates, State Board of Education rules, and developments in social studies education that have occurred since publication of the previous framework in 1980.

This publication is the result of a long-term curriculum study by Texas Education Agency staff members, educators in school districts across the state, education service center staff, personnel in institutions of higher education, members of various professional organizations, and interested citizens. We wish to thank all of these persons for their assistance, advice, and support in the development of the social studies curriculum.

W. N. Kirby

Commissioner of Education

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Introduction

The 1985-86 school year marked a major turning point for the public school curriculum of Texas schools. At this time, all school districts implemented a state basic curriculum that included the essential elements and subelements of 13 state-required subject areas. The new curriculum was mandated by House Bill 246 of the 67th Texas Legislature in 1981. The purpose of the legislation was to improve student achievement by upgrading the curriculum.

The passage of HB 246 reflected widespread concern about curriculum. Curriculum inadequacies were reflected in poor student achievement on such test measurements as the Scholastic Aptitude Test (SAT) and the Texas Assessment of Basic Skills, now the Texas Educational Assessment of Minimum Skills (TEAMS). The former curriculum had become overcrowded with a variety of topics, leaving confusion and uncertainty about what was of critical importance for teachers to teach and for students to learn. Areas covered within subjects and courses varied considerably from district to district, campus to campus, and classroom to classroom. Educators feared that wide variations in the curriculum, given the presence of a highly mobile population, limited student access to a basic and consistent curriculum. These concerns had caused the 66th Legislature to direct the State Board of Education to undertake a curriculum study in 1979. The State Board recommended to the 67th Legislature that all schools should be required to offer a well-balanced curriculum and that the most essential parts of each subject be designated. A Governor's Advisory Committee on Education supported the Board's recommendation. The passage of HB 246 was the legislative result of these actions.

Today, provisions of HB 246 begin with Section 21.101 of the Texas Education Code. The State Board rules for implementing the law are contained in Title 19, Chapter 75 of the Texas Administrative Code. These rules state that:

"(a) Each school district . . . shall offer a well-balanced curriculum that includes . . . social studies; economics, with emphasis on the free enterprise system and its benefits; and Texas and United States history . . .

"(c) The State Board of Education by rule shall designate the essential elements of each subject . . . and shall require each district to provide instructions in those essential elements at appropriate grade levels.

"(d) Local instructional plans may draw upon state curriculum frameworks and program standards as appropriate."

The essential elements are defined as representing those core areas of knowledge, attitudes, values, and skills that must be included in instruction and that each student must be provided an opportunity to learn to be an effective and productive member of society.

To implement the law, the State Board of Education involved Texas educators, policymakers, and the public in a series of regional or "cluster" groups that met throughout the state to identify the essential elements of the subject areas specified in the law. The curriculum study groups also recommended subelements to give more specificity to the essential elements. The recommendations were reviewed by advisory groups and discussed in a series of public meetings. In 1984, the Board approved the essential elements as found in Chapter 75. The essential elements were first implemented in the school year 1985-86.

Periodically, some of the members of the original cluster groups will be called upon to monitor the effectiveness of the program. A review in Spring 1986, for example, found that the Chapter 75 curriculum better balances the components of social studies than the former program did.

This social studies curriculum framework is designed to help school district educators implement the social studies program in a way that is realistic in its aims, yet challenges students to strive for educational excellence.

Overview: The Social Studies Program, K-Grade 12

The basic theme for the social studies curriculum is "The Individual as Citizen." The curriculum draws its content, concepts, and methodologies from history, geography, political science, economics, sociology, psychology, and anthropology and includes elements of the arts and humanities. Organized in a specified scope and sequence by grade, K-Grade 6, and by required and elective courses in Grades 7-12, social studies provides a unique perspective on and an understanding of human relationships.

Goals for Social Studies

Curriculum goals are broad general statements that describe the major purposes and emphases of the total social studies curriculum from K-Grade 12. For social studies, the three instructional goals are:

- acquiring knowledge
- developing attitudes and values
- developing skills and processes

From these goals, determined by a broad base of social studies educators, the essential elements have been established. The three goals direct what a balanced social studies program should provide students in an instructional sequence. The goals are designed to reflect what all students should learn to be self-supporting members of society and thoughtful active citizens. These citizens should understand the importance of patriotism and be able to function productively in a free enterprise society with appreciation of basic democratic values of our state and national heritage.

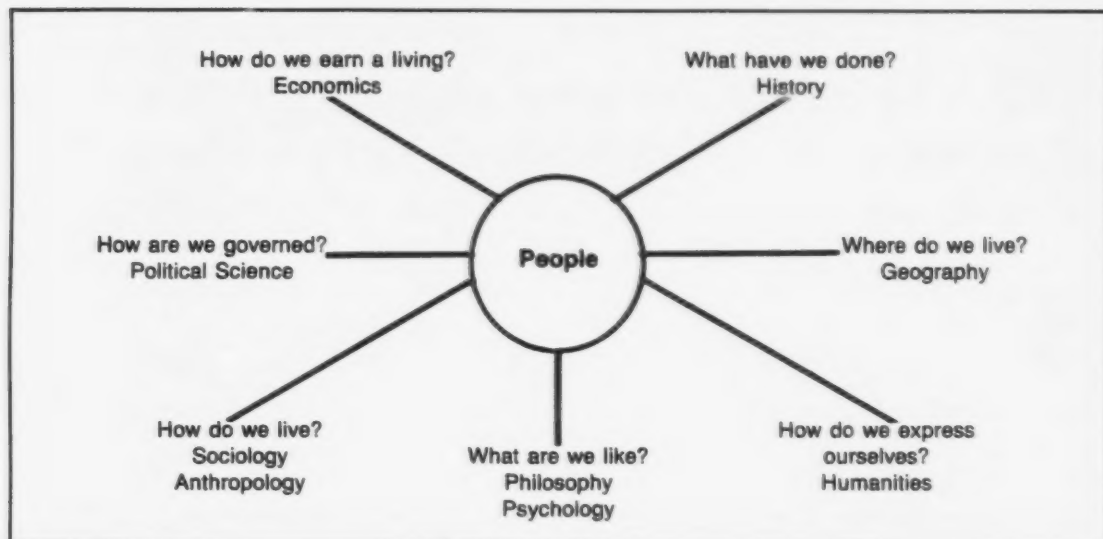
The social studies goals provide the following organizational structure for the social studies program and enable students to:

1. acquire factual and generalized knowledge of people and their environments, including
 - a. the history, structure, and processes of the American economic system and other economic systems
 - b. historical data and interpretations about Texas, the United States, and the world
 - c. the institutions and processes of local, state, national, and other political systems
 - d. local, state, national, and world geography
 - e. psychological, sociological, and cultural factors affecting human behavior
2. examine their own values and attitudes and those of others, and to develop
 - a. self-respect and respect of others
 - b. commitment to democratic beliefs, human freedom, and personal responsibility
 - c. appreciation for the nature of and demonstration of positive support for the American economic system
3. develop skills and processes necessary for
 - a. obtaining, analyzing, and explaining information from various sources
 - b. applying historical and social science facts, concepts, rules, and generalizations
 - c. using participatory skills in a variety of human relationships
 - d. using the processes of reasoning

Goal 1: Acquiring Knowledge

The acquisition of knowledge is the first goal of the social studies program. The knowledge base revolves around people. Essential elements describe the social, political, and physical environment that a student encounters. The elements include knowledge about the past but give emphasis to the present and future. At the same time, the essential elements further a student's knowledge about social development, responsibility, and citizenship.

The diagram below illustrates how Goal 1, acquiring knowledge, organizes the social studies content around people.



Through the knowledge base, the other two goals—developing attitudes and values and developing skills—are addressed in the social studies program.

Goal 2: Developing Attitudes and Values

The essential elements related to the second goal of the social studies curriculum provide opportunities for students to develop and apply attitudes and values in a decision-making context through a variety of personal, social, and civic settings.

Students also have opportunities to examine, understand, and act on values such as the dignity and worth of the individual, equal justice under the law, the sanctity of private property, and freedom of speech and religion. These values constitute a major part of the American heritage. Because many of these values are reflected in such documents as the Declaration of Independence and the United States Constitution including the Bill of Rights, these and other significant documents should be included for study.

In the social studies program, students acquire and develop attitudes and values at all levels:

- with varying degrees of complexity and depth according to the developmental levels of learners
- within the context of meaningful subject-matter content and learning experiences rather than in isolated meaningless exercises
- through student participation, both individually and as members of groups, in discussions and in realistic and appropriate situations

In the elementary grades, the development of attitudes and values is implicit in two essential elements:

- personal, social, and civic responsibilities
- institutions and processes of local, state, national, and other political systems

In each secondary course, Grades 7-12, the essential elements for social studies attitudes and values should be included as appropriate. They are listed on pages 34-35 and on pages 41-42.

Goal 3: Developing Skills and Processes

The third goal of the social studies program is the development of skills and processes. The social studies curriculum provides students with opportunities to learn and use a variety of skills in acquiring:

- knowledge of the social studies
- economic competence
- political understanding and competence in civic affairs
- appreciation and understanding of cultural diversity
- competence in personal and social relations

Skills and processes include but are not limited to:

- observing, listening, reading, writing, and discussing
- contrasting and comparing for the purpose of noting similarities and differences
- locating, gathering, organizing, classifying, and reporting information
- recalling and using previously acquired knowledge and experiences to explain new ideas and to make predictions
- drawing inferences and tentative conclusions
- stating and testing hypotheses
- reporting information through a variety of techniques including those that are written, oral, and visual
- interpreting materials in graphic form
- formulating and applying generalizations
- interpreting and synthesizing information from a variety of sources

An essential element on skills with accompanying subelements is included at each grade level, K-Grade 6. For the secondary courses, Grades 7-12, a set of skills is included in the essential elements for social studies attitudes, values, and skills for citizenship. (See pages 34-35 and 41-42.) These skills are not listed with each secondary course; districts, however, must include the skills throughout the secondary program as appropriate for each course.

Social Studies Objectives

The stated curriculum goals for the social studies program serve as a framework for school district-developed goals and objectives. Educational objectives, derived from goals, describe in more specific terms the expected outcomes of a grade-level subject, unit of instruction, or course. At the same time,

objectives provide guidelines for the selection of content, teaching strategies and techniques, learning experiences, and instructional materials. Objectives also provide the basis for assessment and evaluation of learning.

While goals are broad general statements, objectives are:

- clearly and concisely stated
- realistic targets for achievement based on such factors as grade level and abilities of students
- measurable by generally accepted evaluative techniques
- based on essential elements of the state-mandated curriculum and on district goals

Social studies goals and objectives are tools that help teachers and students. Goals state the broad purposes of instruction and provide the organizing threads across grade levels and courses. Objectives give specificity to the goals, cause teachers to consider carefully what and how they will teach, and inform students what they are expected to know or be able to do.

Selection and Organization of Content

Content for a specified grade-level subject, unit of study, or course is selected to achieve teaching goals and learning objectives. Content functions primarily to explain or illustrate major ideas, to help students develop concepts and skills, and to build attitudes and values. Content selected for teaching and learning should be organized in a developmental sequence to ensure that accumulated knowledge and skills can be transferred from one context or experience to another.

The required social studies curriculum content described in this framework is organized on a grade-level continuum for K-Grade 6 and by required and elective courses for Grades 7-12. At all levels, content statements are identified as essential elements that indicate what must be taught. Each essential element describes a body of knowledge, a set of skills, or the attitudes and values considered to be so important that the element must be part of every school district's curriculum. None can be omitted or deleted. Each essential element contains a set of subelements that provides more specific meaning to the elements. For example, the elementary social studies curriculum includes an essential element on the American economic system which is a broad category for study. Subelements for this essential element direct teachers to provide instruction on the concepts of goods and services, economic interdependence, production and consumption, and forms of income.

School districts are responsible for ensuring that the essential elements are taught. However, within a grade or a course, districts are free to reorder and reorganize the elements into a different sequence or pattern more appropriate for their programs. Districts must decide what elements and subelements are appropriate to add.

Curriculum Documents

The key to effective curriculum implementation is a set of comprehensive curriculum documents. Such documents are the visible records that a curriculum is in place and that planning for teaching has occurred. They organize curriculum in a systematic and efficient manner and serve as communication tools for school board members, administrators, teachers, and the public. The presence of curriculum documents in the classroom also serves as an indicator that state and local curriculum mandates are being implemented. Curriculum documents of various types reflect the level of planning, the scope of planning, and the timeframe the document addresses. The chart below outlines these three concepts.

Type of Document	Level	Scope	Timeframe
Curriculum framework	state	all social studies, K-Grade 12	Until laws and rules are changed.
Curriculum guide	district	subjects and grade levels	school year
Lesson plan	classroom	topics, objectives, activities, evaluation, and materials	daily

State Curriculum Framework

This publication, *Social Studies Framework, Kindergarten-Grade 12*, presents an official orientation to legislative mandates and State Board of Education rules regarding the curriculum. It provides the broad, general picture of social studies from the early grades through high school. State-developed curriculum documents remain basically unchanged over a period of time.

District Curriculum Guides

A school district's curriculum guides are carefully planned, detailed statements of curriculum. Based on the state-level framework, they are tailored to local needs and may be revised periodically. The content of district-produced documents generally addresses a grade-level subject in the elementary school or a secondary course taught over a full school year or semester. District curriculum guides are usually subdivided into instructional units that provide specific and detailed information about goals and objectives, content to be taught, teaching and learning strategies, activities, instructional resources, and evaluation and assessment procedures. Units generally have suggested timeframes ranging from several days to several weeks.

The task of developing a curriculum guide consists of several key processes:

- formulating goals and objectives
- selecting and organizing content and materials
- identifying and planning for the development of social studies skills and processes

- planning for teaching strategies and techniques
- determining assessment procedures and techniques

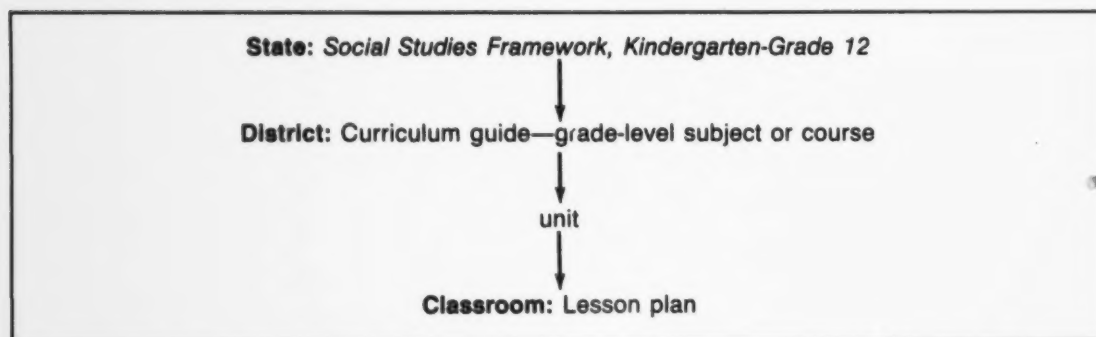
Although district guides include state and local requirements, they are organized to reflect the needs and desires of the staff, students, community, and the resources available to the district. As district educators design a social studies curriculum, they should consider the needs of special populations students such as those with language limitations, those in special education, the gifted and talented, and compensatory or migrant students. (See *Special Student Populations and the Social Studies*, pages 61-71.)

All parts of a curriculum guide are interrelated and planned so that each is consistent with and supportive of the other. A cohesive and well-structured guide enables each member of an instructional staff to choose from alternatives while following a unified curriculum design and a common set of aims.

Lesson Plans

The third level of curriculum documents is the daily lesson plan, a snapshot of what is to occur in individual classrooms. Daily lesson plans indicate what is to be taught and what activities are to take place. Lesson plans may also include instructional resources to be used, objectives to be accomplished, and evaluation procedures to be conducted. These may be referenced in a daily plan book if they already appear in the district curriculum guide. While some detail is appropriate, a good lesson plan, like a good snapshot, should not be so cluttered with detailed information that the essence of daily instruction becomes obscured.

The chart below illustrates the relationship between various types of curriculum documents.



Taken together, all curricular materials should function as support for the classroom teacher. Curriculum documents provide conceptual frameworks for curriculum implementation and guide the teacher in pacing, modifying, and unifying social studies into a successful and challenging learning experience.

Aspects of the Social Studies Program

Teaching Strategies and Techniques

Teaching strategies should be varied to take into account characteristics of students. Strategies should be selected for the following purposes:

- adapting instruction to various levels of student abilities
- varying the pace of instruction for differing rates of student learning
- engaging students directly and actively
- providing for creative productive thinking
- accommodating individual as well as group activities

Teaching strategies and techniques should be flexible, appropriate to carrying out goals and objectives, and designed to promote student learning of the essential elements. Initial teaching efforts do not always lead to immediate or successful learning on the part of students. Teachers should prepare alternative reteaching strategies and techniques that differ significantly from the initial teaching approach for those students who do not master the material. Regular classroom teachers and those who provide instruction for students with identified learning needs must plan cooperatively the strategies and activities appropriate to these students.

Evaluation of Teaching and Learning

Evaluation is the ongoing process of measuring the effectiveness of teaching and learning relative to the goals and objectives of the program. Evaluation results also indicate:

- modifications needed in the content or time spent on task for certain curriculum emphases
- items a student may not have mastered and which, therefore, need to be retaught or reinforced
- which students need special assistance to advance to more challenging learning
- which students are eligible for promotion, retention, remediation, and special placement

Varied evaluation methods are used to determine students' knowledge, skills, attitudes, and values. Paper-and-pencil tests are the most commonly used testing instruments. Such tests may be commercially prepared or developed by a district and may be norm-referenced or criterion-referenced.

Norm-referenced tests. Typically, this type of test is given once a year and yields national normative-standing information. Such data provide districts with a general picture of academic performance and may point to areas of weakness. For example, if the majority of students are making relatively high grades, yet a significant percentage of the student population falls below the 10th percentile on a standardized test, a significant problem exists in the education process.

Norm-referenced tests have been standardized by the process of having been administered to thousands of students whose scores then become the norm. The results of a student's raw score are converted to a figure that shows how the student ranks in relation to the scores of others. Norm-referenced tests are designed for a generalized approach to content and to show an individual's standing in relationship to group achievement. Norm-referenced tests do not show mastery of a goal or objective of instruction.

Criterion-referenced tests. Criterion-referenced tests, sometimes called mastery or prescriptive tests, are designed to measure an individual student's progress toward specific objectives. Criterion-referenced tests give an indication of the effectiveness of a given program for an individual learner. They help school personnel monitor the progress of students over time.

Criterion-referenced tests differ from norm-referenced tests in that the former focuses on the individual student's degree of mastery of specific objectives while the latter focuses on the scores achieved by a large number of students.

Districts and teachers should not rely solely on paper-and-pencil tests for evaluation purposes. For example, testing procedures could require students to do the following:

- use objects such as maps and globes to demonstrate geography skills and knowledge
- construct models reflecting historical accuracy
- simulate or role-play historic events and/or individuals
- report research findings orally or in writing
- debate current issues
- create drawings or illustrations of concepts or ideas

These techniques expand the repertoire of evaluation tools while providing valuable insights into how well students are achieving the goals and objectives of the social studies curriculum.

Evaluation of any type may also indicate the need to assess students for special limitations that are not immediately obvious but are affecting learning. A student who performs poorly may have language, physical, or emotional limitations that may lead to his or her assignment to a special program designed for that student's academic needs.

Instructional Resources

A social studies program that is flexible, student centered, and process oriented requires a variety of organized, carefully selected resources which are accessible to teachers and students. Although the textbook is still used as a basic teaching tool, it should not be relied on as the single instructional resource.

Teachers and students should be provided or have access to various printed materials suggested below:

- supplementary materials to support each grade-level subject, course, and unit of study
- standard reference books including general secondary and primary sources designed for specific social studies subjects and topics
- reference tools such as indices to periodicals, statistical manuals, bibliographies, and aids for the selection of printed material
- current magazines and files of back issues of magazines that focus on social studies topics
- sources of print and nonprint materials

Teachers and students should also be provided or have access to a variety of nonprint materials and equipment such as the following:

- films, filmstrips, slides, pictures, transparencies, charts, computer software, and video and audio tape recordings related to the subject matter taught
- audiovisual equipment such as film, filmstrip, and slide projectors; video and tape players and recorders; record players; overhead projectors; and copying and duplicating machines

- if feasible, television receivers, computer stations, and other instructional materials that will directly involve students in the learning process

The following considerations are relevant to the process of acquiring appropriate instructional materials:

- Criteria for the selection and evaluation of instructional materials to be acquired is developed by the teachers and supervisors in the social studies program.
- Instructional materials are appropriate to the achievement and developmental levels of the learners including those in special programs.
- Materials acquired take into account the wide range of individual interests and the cultural differences of learners.
- Materials selected are evaluated for sound and up-to-date scholarship.

In addition to using the print and nonprint materials maintained in the school, teachers can look to the community as a rich and varying resource for teaching and learning about social, political, and economic ideas. Sources of these ideas include:

- different types of environments, resource uses, and population patterns
- institutions such as churches, clubs, and museums
- business enterprises and trade activities
- community historical sources
- career exploration and investigation sites
- individuals who have varied interests, talents, and experiences to share with students

An up-to-date community resource file supports in-school instruction by providing interesting and relevant local information, resource people, and sites appropriate for field trips.

Classroom Setting

Each classroom used for social studies instruction should have:

- movable furniture to allow flexibility in class arrangements
- a minimum of one bulletin board and one chalkboard
- storage space for books and other materials
- a filing cabinet for resource units, clippings, charts, plans, and duplicated materials
- at least one globe and one atlas appropriate for the developmental level of the students and the subject or grade
- wall maps and/or map transparencies appropriate for the subjects studied and the developmental level of the students

Access to areas designed for large- and small-group instruction is also highly desirable. Classrooms should be as barrier-free as possible, facilitating the participation in classroom activities by students with physical limitations.

Professional Growth and Development

Activities of professional growth and development are important to social studies educators who can do much to advance their teaching competencies by participating in:

- graduate study
- workshops, institutes, and seminars
- domestic and foreign study seminars
- experimental research and pilot testing of new programs and materials
- curriculum development activities

In addition, travel, writing for professional publications, studying research findings, and reading contribute to the social studies educator's knowledge and competencies.

Staff development activities that are based on diagnosed needs or professional goals may be considered Advanced Academic Training. This training is defined in Title 19, Section 149.51 of the Texas Administrative Code. Advanced Academic Training improves classroom instruction by building upon the education required of all teachers.

Each program must be approved by the Texas Education Agency, and a teacher must have the prior approval of the local district for any training to be considered for Advanced Academic Training. Although activities such as developing curriculum guides, peer observation, and travel do not qualify for Advanced Academic Training, they can improve educational competencies.

Social Studies Essential Elements

The social studies curriculum is a sequential, developmental program designed to help students understand their roles as participating citizens on local, state, national, and global levels. The program also seeks to help students explore their own and others' present and past ways of life.

The essential elements and subelements listed in Title 19, Chapter 75 of the Texas Administrative Code constitute the scope and sequence of the required elementary and secondary social studies program. School districts may reorder the sequence of the essential elements and subelements of a grade or a course to suit local needs and are urged to expand the scope of the core curriculum identified by the elements and subelements.

Kindergarten and Social Studies

For many children, kindergarten is the beginning of their formal educational experiences. Recognizing children's early developmental needs, educators have formulated a social studies program for kindergarten that will develop a basic orientation to the social science disciplines. This orientation also includes those attitudes, values, and skills required to live in a society. The basic ideas are drawn from subjects such as economics, history, political science, geography, psychology, sociology, and anthropology and are designed to help children learn to live together, respecting themselves and others. The required essential elements should blend the social science disciplines with the background, interests, and needs of the young child for knowledge and skill growth.

The social studies program in kindergarten lays the developmental foundation for the building blocks of learning in the elementary program. The focus of social studies in kindergarten is on the self, home, family, and classroom. Students begin to learn major concepts in responsibility and social participation. They are introduced to the basic economic wants such as food, clothing, and shelter and to the ways families provide for these wants. The beginning study of the American heritage centers around the celebration of state and national holidays. The concepts of civic and social responsibilities are introduced through a study of rules and laws for the home and school, concepts important to political science. Geographic terms relating to direction, location, and size are discussed as well as the idea that a globe is a model of the earth. Key concepts in psychology and sociology form the foundation of how people learn from each other in a family. The important skill of predicting consequences of behavior enhances the focus on building citizenship behaviors.

Social Studies, Kindergarten

Essential elements

Social studies, kindergarten, shall include the following essential elements:

Subelements

The student shall be provided opportunities to:

(1) Personal, social, and civic responsibilities

- (A) recognize need to finish assigned tasks
- (B) discuss ways people can help each other
- (C) discuss socially acceptable and unacceptable behavior
- (D) practice rules of safety
- (E) recognize safety symbols

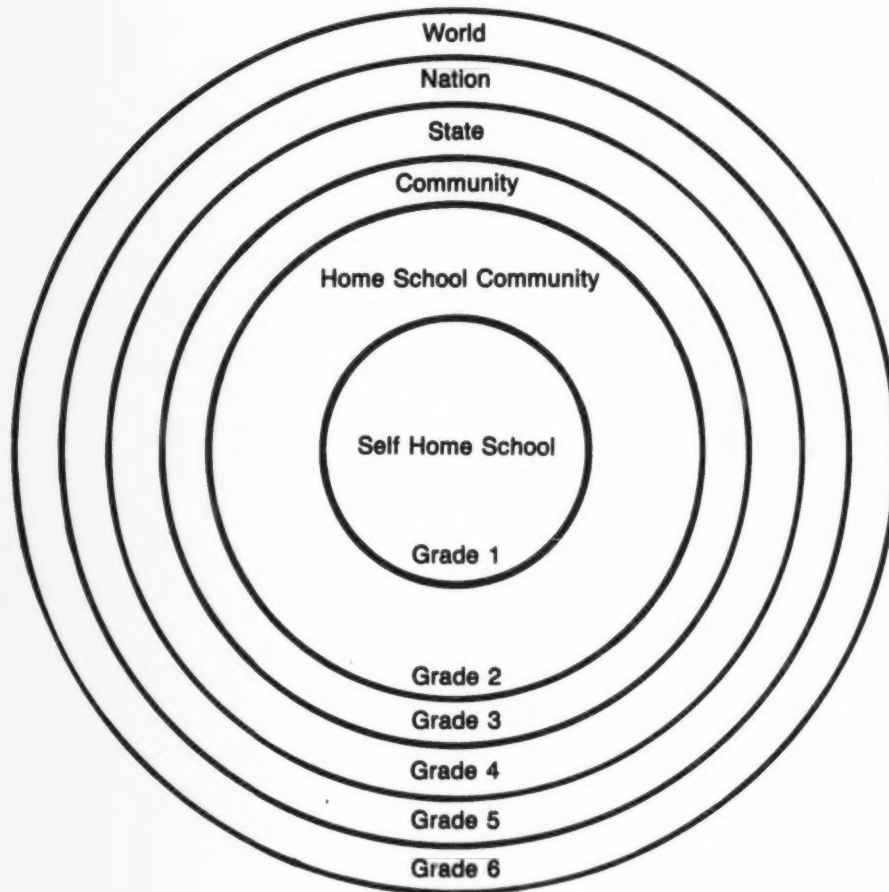
(2) The American economic system	(A) identify basic economic wants (food, clothing, shelter) of all people (B) understand the ways basic economic wants of family members are met (C) identify property as "his/hers/mine/ours"
(3) Historical data about Texas, the United States, and the world	(A) identify important Texas and United States holidays (B) recite national pledge of allegiance
(4) Institutions and processes of local, state, national, and other political systems	(A) know and observe classroom rules (B) identify examples of right and wrong behavior (C) explain the need for rules
(5) Local, state, national, and world geography	(A) know terms related to direction and location (up/down, left/right, near/far) (B) express relative sizes (large, small) (C) identify school and community by name (D) recognize that symbols and models (globes) represent real things
(6) Psychological, sociological, and cultural factors affecting human behavior	(A) identify ways people learn from each other (B) identify self by name, age, and birthdate
(7) Social studies skills	predict consequences of behavior in a group

Elementary Program, Grades 1-6

The basic organization of the content for Grades 1-6 is "from near to far," generally referred to as the "widening horizons" pattern. This pattern refers to the sequential development of content from one grade level to another, beginning with the students' immediate environment and expanding to less familiar areas. As students move from one instructional level to another, the pattern provides for the development of concepts from concrete to abstract and for the development of skills from simple to complex.

The concepts and skills are organized primarily within the context of economics, history, political science, geography, sociology, anthropology, and psychology. They are also taught effectively in the context of humanities and the arts. Student learning opportunities are designed to be cumulative, meaningful, and transferrable, allowing the information acquired to be used in a variety of new situations which students will encounter later in secondary school and in adult life situations.

Widening Horizons Pattern



Organizing the Social Studies Program, Grades 1-6

In addition, learning opportunities designed to promote personal, social, and civic responsibilities address the instructional goals of developing attitudes, values, and processes of decision making essential for effective citizenship and human relations. Finally, skills and processes necessary for learning how to learn and for critical thinking balance the program.

The elementary social studies curriculum incorporates the three major instructional goals—acquiring knowledge, developing attitudes and values, and developing skills and processes—into seven essential elements with subelements designated for each grade level. The essential elements for elementary social studies are:

- personal, social, and civic responsibilities
- the American economic system
- historical data about Texas, the United States, and the world
- institutions and processes of local, state, national, and other political systems
- local, state, national, and world geography
- psychological, sociological, and cultural factors affecting human behavior
- social studies skills

The essential elements present the elementary program at developmentally appropriate levels. The program gives young citizens a sound foundation for participation in society and prepares them for the greater depth of study required in secondary courses.

Time Allocations

State Board of Education rules stipulate the amount of instructional time allocated to social studies in the elementary grades. Time allotments are:

K	Grades 1-3	Grades 4-6
Weekly	The equivalent of 100 minutes per week within each semester	Within each six weeks, the equivalent of 225 minutes per week

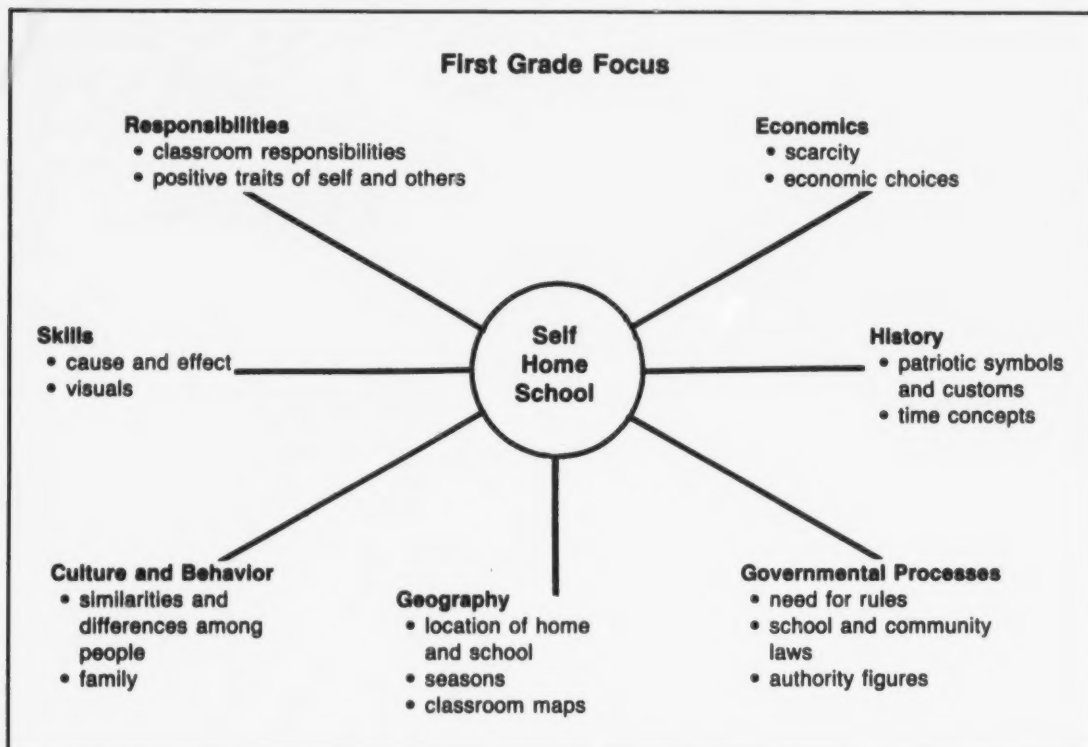
Teachers in Grades 1-3 must teach social studies for the equivalent of 100 minutes per week during each semester. However, they have total flexibility in organizing the allotted time. They can increase the time by combining essential elements in two or more content areas. In whatever manner districts organize the time, they are required to develop a written instructional plan detailing how the social studies elements will be addressed in K-Grade 3.

For Grades 4-6, teachers must teach social studies during each six weeks. They may choose to have a 45-minute period each day, or they may, for example, alternate units with science, accumulating the equivalent of 225 minutes of instruction within a six-weeks period. As long as district personnel can show time requirements have been met, instructional arrangements are at the teacher's discretion.

Grade-Level Focus

The following discussions and diagrams describe the main topics that should be presented under the essential elements for Grades 1-6.

Grade 1



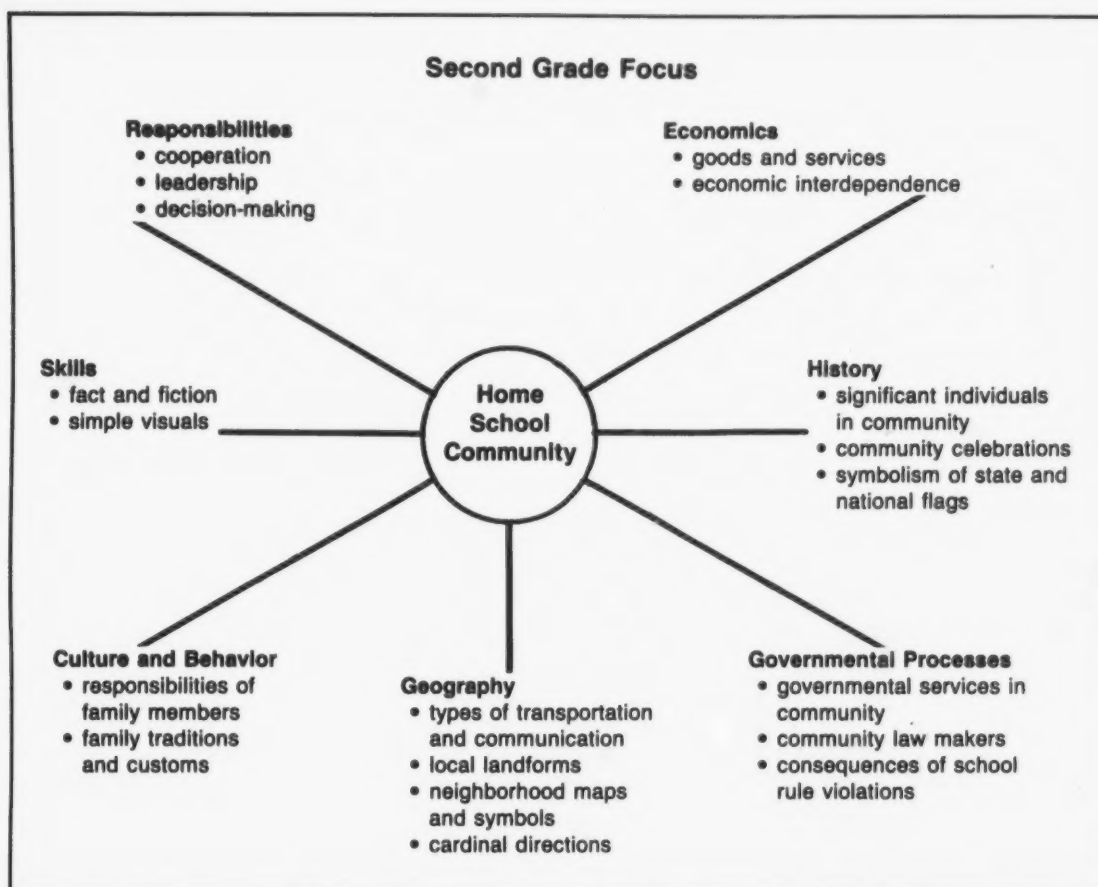
First grade essential elements center students' study around the topics of self, home, school, and, to some extent, the community.

Beginning their study of responsibility, students are provided opportunities to learn to help others, complete tasks, and recognize positive traits of themselves and others. From economics, students learn that people have unlimited wants as diverse as food, clothing, shelter, medical care, recreation, education, and highways but that the amount of resources to satisfy these wants is limited. Therefore, scarcity is an economic fact of life. The fundamental idea of making choices and giving up what is not needed or cannot be afforded is introduced.

Customs and symbols of our state and nation are the focus for the study of history. To begin developing a sense of time, a concept important to understanding history, students are introduced to the idea of yesterday, today, and tomorrow as well as to the days of the week and months of the year. Some fundamental concepts about law and authority are taught through discussions of the need for rules and the identification of authority figures. The element and subelements for geography reinforce the focus on the home through locating the home in relation to school and community. The use of simple classroom maps and globes begins the building of geographic skills for young students. They also study concepts of culture centered on the study of the family and the similarities and differences among people.

The study of social studies skills introduces the use of visuals such as pictures, charts, graphs, and tables along with recognition of cause and effect relationships. The required social studies skills reinforce development of these basic skills in other subject areas.

Grade 2

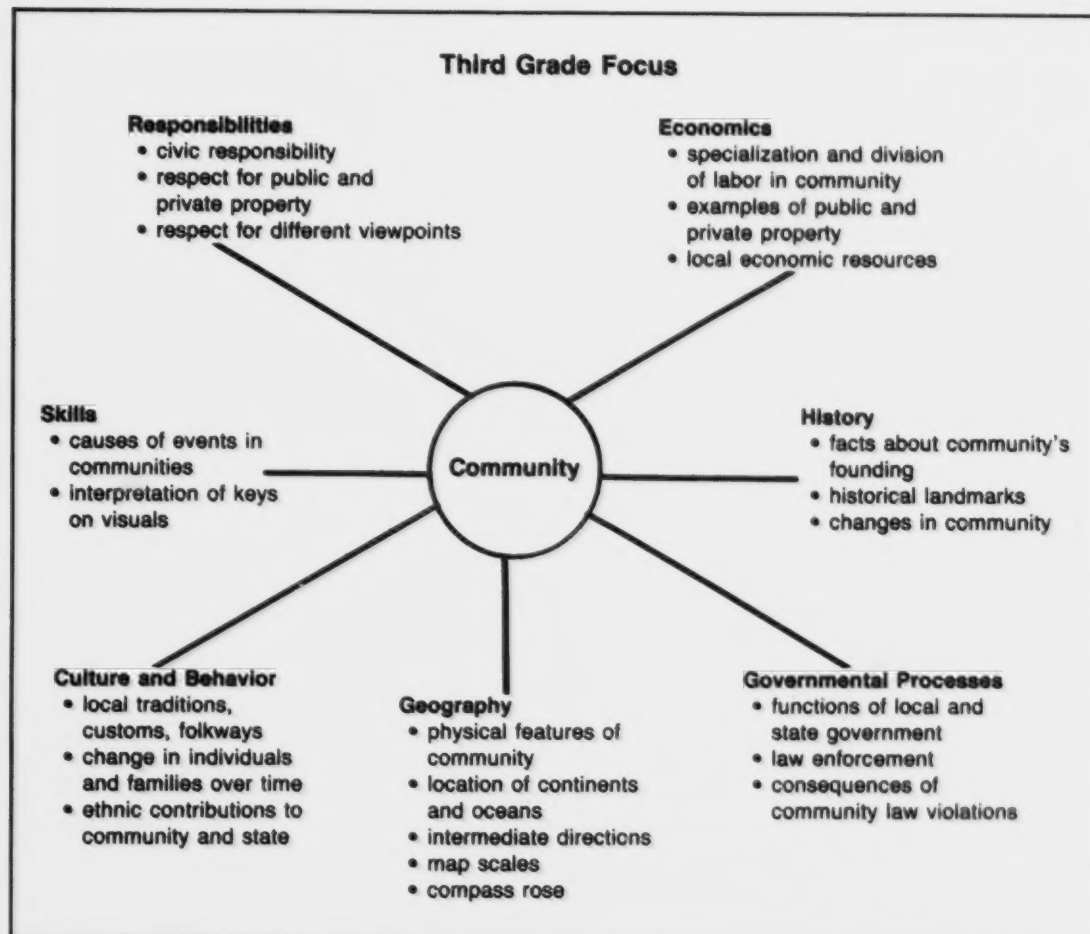


Grade 2 essential elements focus students' study on the home, school, and community. The school setting is used to teach practical strategies for dealing with conflicts, to provide opportunities to be a leader, and to continue reinforcing acceptable standards of behavior. The major concepts of responsibility, cooperation, leadership, and decision making are emphasized. Using the community as the focus for the study of economics, students learn how people depend on each other to provide what they want. In addition, the identification of people in the community who provide goods and services introduces a major concept in economics—interdependence.

The emphasis in the area of history is on the study of celebrations in the community and on individuals who have played significant roles in the community's development. Students move beyond simple recognition of state and national flags to an understanding of their symbolism. Students continue to build their knowledge of political science by understanding the consequences for violating rules of the school and by knowing who makes rules and laws in the community.

In their study of geographical concepts and skills, students are taught to make maps of their neighborhoods and to know the meaning of basic map symbols. The use of cardinal directions is introduced at this time, and locational skills applied to the community, state, and nation are developed. Various types of transportation are examined, and the community's landforms and seasonal changes are studied. Cultural factors affecting behavior are taught through discussions of responsibilities, traditions, and customs of the family. Students continue to develop their basic skills by differentiating between fact and fiction and by making simple visuals such as pictures, charts, graphs, and tables.

Grade 3

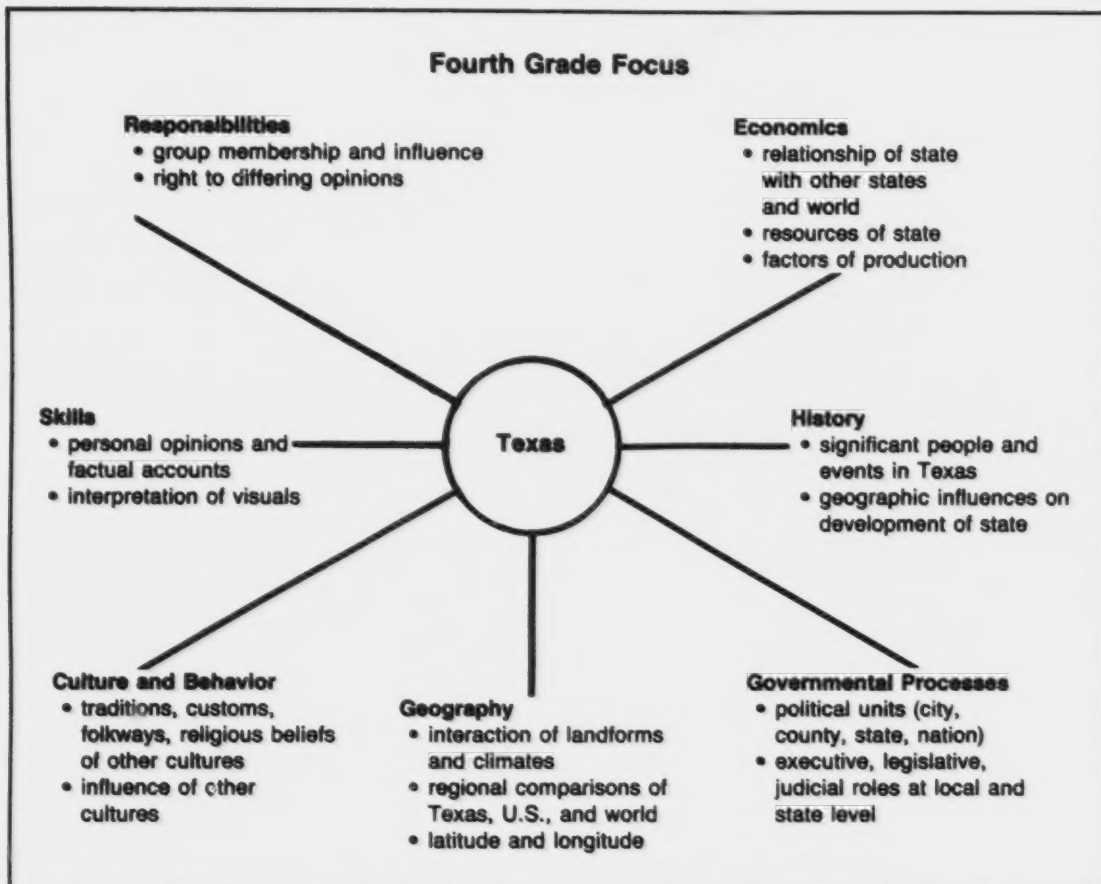


A study of the community is the focus of social studies in Grade 3. The essential elements expand the ideas of personal, social, and civic responsibilities to include responsibility to the community and state. Students are beginning to acquire the ideas of civic responsibility and respect of public and private property. They begin to recognize that people have differing viewpoints. Economic understanding is expanded through study of examples of specialization and division of labor in the community as well as identification of economic resources located nearby.

With the community as the focus, historical studies require students to delve into the founding of the community, how it has changed over time, and the meaning of historic landmarks that commemorate individuals and events of a community's past. Governmental processes are taught through understanding basic functions of local and state government, how laws are enforced, and the consequences of violating laws of the community.

Students expand their geographic knowledge and skills by studying the physical features of their community and its location in the state and by comparing it to other communities. Map and globe skills are emphasized as students learn to locate the continents and major bodies of water and to use guides, map scales, compass roses, and intermediate directions to interpret maps. Culture and history are linked through studying local traditions, customs, and folkways and in identifying ethnic contributions to the community and state. As students study the community, they are asked to identify multiple causes of events related to past and present times. The skill of interpreting legends or keys on visuals expands students' abilities to analyze information.

Grade 4



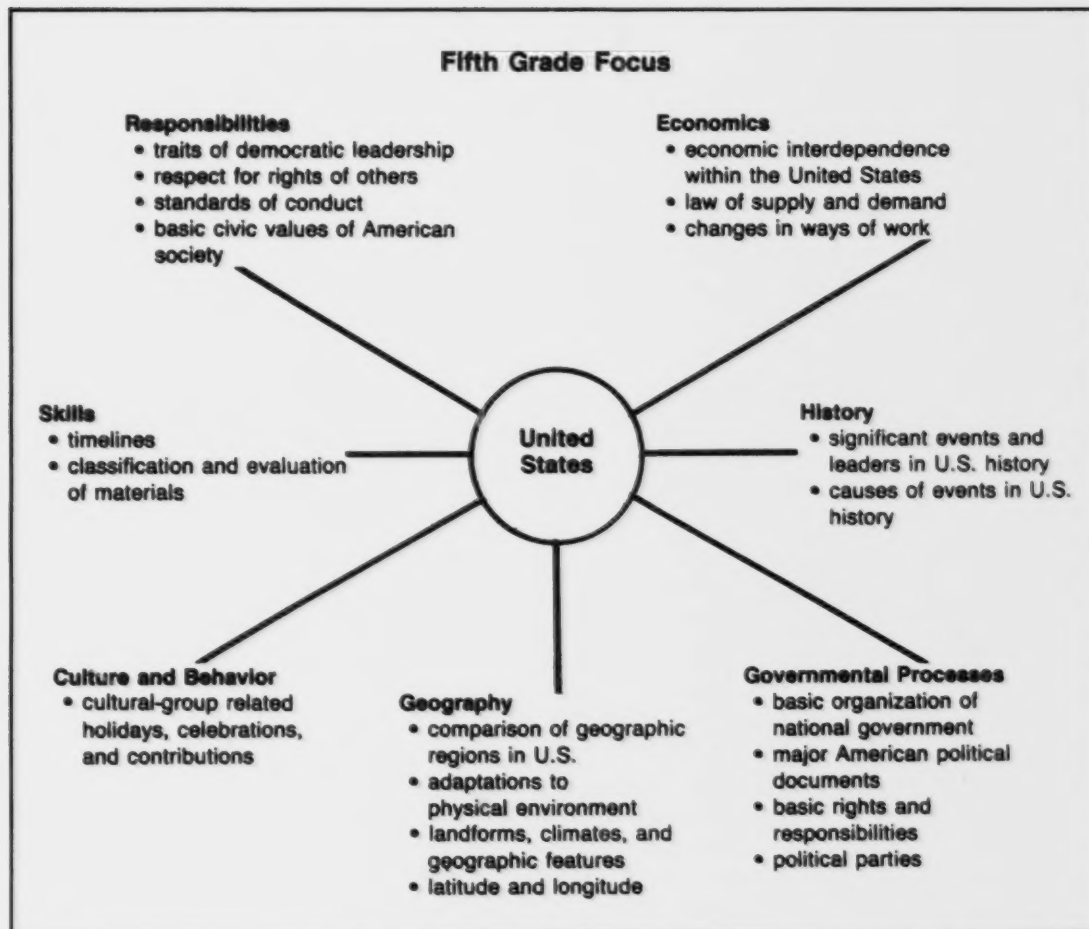
The state of Texas is the major focus of study for Grade 4 with expanded opportunities for study of other regions of the United States and the world. The concept of civic responsibility is explored through discussion of the individual's responsibility in a group, the right to have differing opinions, and the influence of groups on an individual's behavior. The concept of economic interdependence is expanded as students study how the regions of Texas are interdependent and how the state is linked economically with the United States and the rest of the world. Economic resources of Texas are identified as well as the factors such as land, labor, and capital necessary for production. Students also study enterprise, the element that puts these factors to productive use.

In keeping with the widening horizons approach, students learn about the history of Texas through a study of significant individuals and events. This study is furthered through a look at geographical influences on the development of the state. As more complex ideas of government are introduced, students explore various levels of political units such as city, county, state, and nation. Students recognize that local and state authority is divided into three functions: those who make the laws, the legislative function; those who carry out the laws, the executive function; and those who interpret the laws, the judicial function.

Students learn about physical and cultural aspects of geography as they study about landforms and climates of the regions of Texas. The concept of region is discussed, providing opportunities for comparisons of Texas, the United States, and the world. The course content stresses geographic skills through introduction of the concepts of latitude and longitude and the location of places on a state map. Culture and behavior are important topics as fourth graders study the traditions, customs, folkways, and religious beliefs of other cultures and how these cultures influence Texas.

The study of Texas provides many opportunities for students to practice basic skills such as distinguishing between personal opinions and factual accounts of events in social studies materials. Students are asked to interpret more complex versions of visuals such as pictures, charts, graphs, and tables.

Grade 5



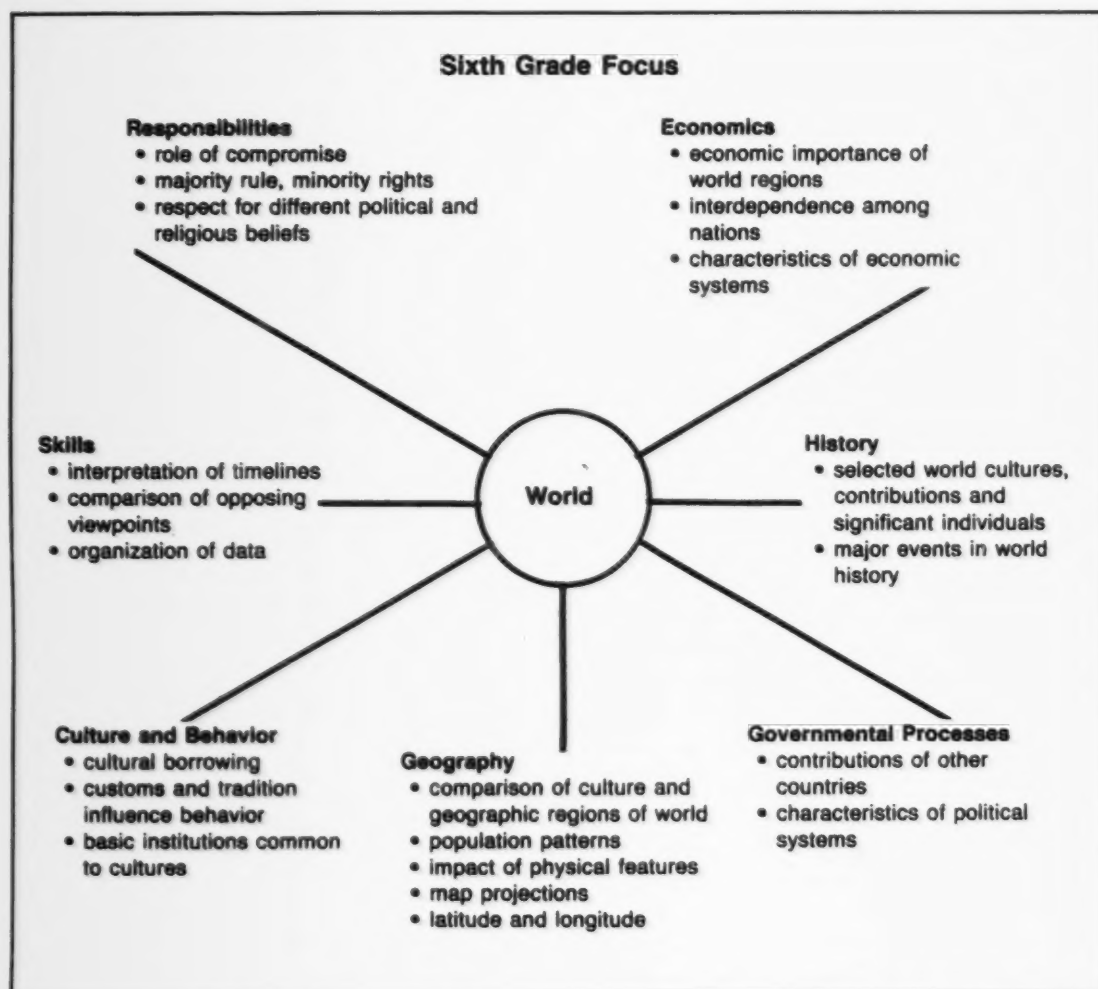
The essential elements for Grade 5 focus on the study of the United States. Students look at American society in terms of the individual's civic responsibilities. They discuss both the traits of democratic leadership and the importance of respecting the right of individuals to act in ways that are consistent with their particular value systems. They examine standards of conduct and build awareness of basic civic values such as respect for law and diversity. Students move from a study of the economics of Texas to the national level, discussing economic activities in various parts of the country and how such things as railroads, highways, telephones, and space satellites have led to a tightly linked, economically interdependent nation. Students also see that the ways Americans work have changed dramatically.

At this grade, another fundamental concept of the free enterprise economic system is introduced—the laws of supply and demand. This concept deals with how the amount of goods and services a producer will supply and how much consumers demand will interact to set prices. The focus of history in Grade 5 is the study of famous people and the causes and effects of events in American history. Grade 5 students move to a study of government on a national level as they look at the basic organization of the federal government and the concept of political parties. Major political documents such as the Declara-

tion of Independence and the Constitution should be included in curriculum materials. The study of primary documents helps students to understand not only basic rights but the responsibilities of an American citizen.

Physical and cultural concepts of state geography discussed in Grade 4 expand in Grade 5 as regional comparisons are made of landforms, climates, and other geographical features within the United States. Students continue their use of map and globe skills at a more complex level. They discuss the impact on the American way of life of holidays, celebrations, and other important contributions that are cultural-group related. Social studies skills become more complex as students sequence events on a timeline, locate information in a variety of reference works, and classify and evaluate various sources of information.

Grade 6



By Grade 6, students should have a strong foundation in the major categories of civic responsibility, economics, history, governmental processes, geography, cultural behaviors, and social studies skills. The culmination at Grade 6 of the widening horizons approach to the elementary social studies program focuses on the world. By this grade, students should have had an opportunity to examine and develop three sets of responsibilities: personal, social, and civic. If they begin to understand that peo-

ple have different opinions and do not always agree, then students are ready to explore the role of compromise as a way of dealing with conflicts among individuals and groups. Students also explore the idea that the majority rule may prevail but the minority viewpoint is respected. Individuals have the right to different political and religious beliefs. By understanding individual responsibility, working with others, and exploring their responsibility to the broader civic community, students should have learned by Grade 6 to deal with and respect differing viewpoints.

To culminate the study of economics at the elementary level, Grade 6 includes a study of the economic importance of various world regions and economic interdependence in a global context. A world perspective also provides students the opportunity to study the basic characteristics of a free enterprise market system. In such a system, economic decisions are made by individual consumers, and competition plays a major role. Students compare our free enterprise system with a command system in which central authorities make the economic decisions.

The historical focus of Grade 6 is on the study of selected world cultures, their contributions, and the significant individuals who played parts in the major events in world history. Political studies focus on two significant ideas:

- historical antecedents of our political heritage may be traced to various sources that present ideas such as the concept of limited government found in the Magna Carta
- different types of governments exist in the world

Students can see that in some cases, a single person may control political power; in others, a few people are in control. In the case of the United States, political power is dispersed among great numbers of people.

Students study cultural and physical geography of the world by exploring how the features of the earth influence people and how people have changed the environment or adapted to it. Students are introduced to map projections, and they continue developing their skills in locating sites on maps and globes.

By Grade 6, students have had an opportunity to study how behavior is influenced by such factors as custom and tradition. Through study of the concept of cultural borrowing among societies of the world, students learn how the United States is enriched by a wide range of gifts in art, music, literature, drama, and various cuisines. The skills element emphasizes higher order thinking skills as students have the opportunity to organize, analyze, and evaluate data to support a viewpoint.

Summary

The elementary social studies program provides a well-balanced scope and sequence of concepts and generalizations, attitudes, values, and skills for developing citizenship and builds a strong foundation for the secondary program.

Essential Elements and Subelements

The following are the essential elements and subelements for Grades 1-6.

Social Studies, Grade 1

Essential elements

Social studies, Grade 1, shall include the following essential elements:

Subelements

The student shall be provided opportunities to:

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| (1) Personal, social, and civic responsibilities | (A) identify positive traits of self and others
(B) identify and accept one's classroom responsibilities
(C) contribute to group activities
(D) discuss positive traits of friendship
(E) complete assigned tasks
(F) discuss actions as honest or dishonest, fair or unfair |
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| (2) The American economic system | (A) identify the kind of work that school personnel and family members do
(B) understand the concept of exchange
(C) understand the concept of scarcity
(D) recognize the necessity of making economic choices among alternatives |
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| (3) Historical data about Texas, the United States, and the world | (A) know patriotic customs of the state and nation
(B) know state and national anthems
(C) identify symbols of the state and nation
(D) use terms concerning time (yesterday, today, tomorrow)
(E) know days of the week and months of the year |
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| (4) Institutions and processes of local, state, national, and other political systems | (A) explain the need for rules at home and school
(B) identify school and community rules (laws)
(C) identify authority figures in school and community |
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| (5) Local, state, national, and world geography | (A) know geographical location of home in relation to school and community
(B) know geography of the school campus
(C) know seasons of the year
(D) identify state and nation by name
(E) use simple classroom maps to locate information
(F) distinguish between land and water on maps and globes |
|---|--|
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Social Studies, Grade 1, *continued*

Essential elements

Social studies, Grade 1, shall include the following essential elements:

Subelements

The student shall be provided opportunities to:

-
- (6) Psychological, sociological, and cultural factors affecting human behavior

- (A) describe how family members provide for each other's social needs
(B) describe similarities and differences among people

-
- (7) Social studies skills

- (A) identify cause and effect relationships in the classroom and school
(B) discuss visuals (pictures, charts, graphs, tables)
-

Social Studies, Grade 2

Essential elements

Social studies, Grade 2, shall include the following essential elements:

Subelements

The student shall be provided opportunities to:

-
- (1) Personal, social, and civic responsibilities

- (A) explain acceptable ways of dealing with individual and group conflicts
(B) accept responsibility for one's actions
(C) volunteer for leadership activities
(D) follow standards of honesty and fairness

-
- (2) The American economic system

- (A) distinguish between goods and services
(B) describe how people depend on each other to supply economic goods and services
(C) identify persons who provide goods and services to the community
(D) distinguish between making (producing) and using (consuming) things
(E) identify the kinds of income people receive (wages, salaries, rent, profits)

-
- (3) Historical data about Texas, the United States, and the world

- (A) identify individuals of past and present significance to the community
(B) know significance of major historical celebrations in the community
(C) explain symbolism of state and national flags
-

Social Studies, Grade 2, *continued*

Essential elements	Subelements
Social studies, Grade 2, shall include the following essential elements:	The student shall be provided opportunities to:
(4) Institutions and processes of local, state, national, and other political systems	(A) identify some governmental services in the community (B) know who makes rules and laws in the community (C) understand consequences for violating rules of the school
(5) Local, state, national, and world geography	(A) identify various types of transportation and communication (B) identify local natural landforms (C) note effects of seasonal change on the local environment (D) make and use simple neighborhood maps (E) interpret map keys and symbols (F) know and use cardinal directions (north, south, east, west) (G) locate one's community, Texas, and the United States on maps and globes
(6) Psychological, sociological, and cultural factors affecting human behavior	(A) identify several groups to which students belong (B) describe family traditions and customs (C) know common responsibilities of family members in any culture
(7) Social studies skills	(A) differentiate between fact and fiction in historical contexts (B) make simple visuals (pictures, charts, graphs, tables)

Social Studies, Grade 3

Essential elements	Subelements
Social studies, Grade 3, shall include the following essential elements:	The student shall be provided opportunities to:
(1) Personal, social, and civic responsibilities	(A) understand that individuals have the right to hold differing viewpoints (B) identify students' responsibilities to the community and state (C) demonstrate respect for public and private property

Social Studies, Grade 3, *continued*

Essential elements	Subelements
Social studies, Grade 3, shall include the following essential elements:	The student shall be provided opportunities to:
(2) The American economic system	(A) describe ways a community satisfies needs for food, clothing, and shelter (B) give examples of specialization and division of labor in a community (C) give examples of public and private property (D) name economic resources located in and around the community
(3) Historical data about Texas, the United States, and the world	(A) describe some ways one's community has changed over time (B) identify and know significance of historical landmarks in the community (C) know basic facts of the community's founding
(4) Institutions and processes of local, state, national, and other political systems	(A) know how community and state laws are enforced (B) identify basic functions of local and state government (C) know consequences of violating laws of the community
(5) Local, state, national, and world geography	(A) know geographical location of community relative to state and nation (B) describe the physical features of one's community (C) describe how one's community is similar and different from other communities (D) locate the continents and major bodies of water on maps and globes (E) use intermediate directions (NW, SE, etc.) to interpret maps (F) use scale to determine distance on a simple map (G) locate points on a grid (H) use a compass rose to determine direction
(6) Psychological, sociological, and cultural factors affecting human behavior	(A) identify local traditions, customs, and folkways (B) describe how individuals and families change over time (C) identify racial and ethnic contributions in the community and state
(7) Social studies skills	(A) identify multiple causes of events in communities, past and present (B) interpret legends or keys on visuals

Social Studies, Grade 4

Essential elements	Subelements
Social studies, Grade 4, shall include the following essential elements:	The student shall be provided opportunities to:
(1) Personal, social, and civic responsibilities	(A) accept the responsibilities of membership in various groups (B) support individuals' rights to have differing opinions (C) explain how groups influence individual behavior
(2) The American economic system	(A) explain the importance of economic interdependence within and among regions of Texas (B) understand Texas' economic relationships to other states and to the world (C) identify examples of the factors of production (land, labor, capital, enterprise) (D) identify major economic resources of regions of Texas
(3) Historical data about Texas, the United States, and the world	(A) describe the influence of geography on the history of Texas (B) know basic facts about the founding of Texas as a republic and a state (C) identify significant individuals and their contributions to Texas history
(4) Institutions and processes of local, state, national, and other political systems	(A) distinguish among city, county, state, and nation (B) identify executive, legislative, and judicial roles at local and state levels
(5) Local, state, national, and world geography	(A) describe how the various geographical regions of Texas, the United States, and the world are similar and different (B) understand how people adapt to their physical environment (C) know how landforms and climate interact (D) describe landforms and climates of various regions of Texas (E) locate major geographical features of Texas on maps and globes (F) locate the prime meridian and equator on maps and globes (G) explain the purpose of latitude and longitude (parallels and meridians) (H) use latitude and longitude to locate places on a state map

Social Studies, Grade 4, *continued*

Essential elements

Social studies, Grade 4, shall include the following essential elements:

Subelements

The student shall be provided opportunities to:

-
- (6) Psychological, sociological, and cultural factors affecting human behavior

- (A) describe how traditions, customs, folkways, and religious beliefs differ among individuals and groups
(B) describe the influence of other cultures on Texas

-
- (7) Social studies skills

- (A) distinguish between personal opinions and factual accounts of events in social studies materials
(B) interpret visuals (pictures, charts, graphs, tables)
-

Social Studies, Grade 5

Essential elements

Social studies, Grade 5, shall include the following essential elements:

Subelements

The student shall be provided opportunities to:

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- (1) Personal, social, and civic responsibilities

- (A) identify traits of democratic leadership
(B) respect right of others to behave in ways consistent with personal and societal value systems
(C) follow standards of ethical and moral conduct
(D) identify basic civic values of American society

-
- (2) The American economic system

- (A) describe economic activities in regions of the United States
(B) explain why conservation of economic resources is important
(C) describe how transportation and communications have contributed to economic interdependence within the United States
(D) describe buyers' and sellers' reactions to price (laws of demand and supply) and market clearing price
(E) explain how ways of work have changed over time

Social Studies, Grade 5, *continued*

Essential elements	Subelements
Social studies, Grade 5, shall include the following essential elements:	The student shall be provided opportunities to:
(3) Historical data about Texas, the United States, and the world	(A) identify causes of historical events or actions in United States history (B) know significant American leaders and their contributions to American history (C) describe major historical events in the development of the United States
(4) Institutions and processes of local, state, national, and other political systems	(A) understand basic organization of the national government (B) identify major American political documents and their purposes (C) explain basic rights and responsibilities of American citizens (D) identify major political parties and their symbols
(5) Local, state, national, and world geography	(A) describe how the various geographic regions of the United States are similar and different (B) understand how people have adapted to and modified the physical environment of the United States (C) understand the geographic inter-relatedness of the United States and adjacent countries (D) describe the landforms and climates of various regions of the United States (E) locate major geographical features of the United States on maps and globes (F) use latitude and longitude to determine directions and locations on a United States map (G) use scale to determine distance within the United States
(6) Psychological, sociological, and cultural factors affecting human behavior	(A) identify holidays and celebrations in the nation that are cultural-group related (B) identify the contributions of various cultures to the American way of life (art, literature, music, etc.)
(7) Social studies skills	(A) sequence events on a timeline (B) locate information in reference works (atlas, almanac, encyclopedia, etc.) (C) classify social studies materials as primary or secondary (D) evaluate information from various social studies sources

Social Studies, Grade 6

Essential elements

Social studies, Grade 6, shall include the following essential elements:

Subelements

The student shall be provided opportunities to:

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| (1) Personal, social, and civic responsibilities | (A) explain the role of compromise as a method of resolving conflicts
(B) support the principle of majority rule and minority rights
(C) respect individual's right to hold different political and religious beliefs |
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| (2) The American economic system | (A) explain the economic importance of various regions of the world
(B) explain and give examples of economic interdependence among nations
(C) recognize the value and dignity of work
(D) describe characteristics of each type of major economic system (free enterprise market, command)
(E) understand the role of competition in a market economy |
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| (3) Historical data about Texas, the United States, and the world | (A) identify contributions of various cultures, past and present, to world civilization
(B) identify significant individuals and their contributions to world history
(C) identify major world civilizations in history
(D) describe major events in world history |
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| (4) Institutions and processes of local, state, national, and other political systems | (A) identify contributions of other countries to the American political system
(B) describe the characteristics of each type of political system (rule by one, few, or many) in selected countries |
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| (5) Local, state, national, and world geography | (A) compare cultural regions of the world
(B) describe population patterns of the world
(C) describe the impact of physical features on selected cultures, past and present
(D) locate and describe landforms and climates of various regions
(E) describe how the geographic regions of the world are similar and different
(F) recognize various types of map projections
(G) use latitude and longitude to locate sites on maps and globes |
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Social Studies, Grade 6, *continued*

Essential elements

Social studies, Grade 6, shall include the following essential elements:

Subelements

The student shall be provided opportunities to:

(6) Psychological, sociological, and cultural factors affecting human behavior

- (A) describe examples of cultural borrowing among societies
- (B) identify basic institutions common to all cultures
- (C) describe how written and unwritten laws and rules (mores and customs) of a society affect individual and group behavior
- (D) recognize that decisions made in one's self interest may benefit others

(7) Social studies skills

- (A) make and interpret timelines
 - (B) compare and contrast opposing viewpoints
 - (C) organize data to support or refute a viewpoint
-

Secondary Programs, Grades 7-12

The secondary social studies program, Grades 7-12, continues the emphasis on citizenship as each course builds upon and extends the knowledge, concepts, attitudes, values, and skills developed in the elementary grades. For instance, seventh grade Texas History and Geography and eighth grade United States History and Citizenship further refine what students learned when they studied Texas in Grade 4 and United States history in Grade 5.

The disciplines of history, geography, political science, economics, sociology, psychology, and anthropology and elements of the arts and humanities provide the basic content, concepts, and methodologies that comprise the secondary program through a series of required and elective courses.

Required social studies courses are:

- **Grade 7**

- Texas History and Geography (one unit)

- **Grade 8**

- United States History and Citizenship (one unit)

- **High School, Grades 9-12**

- United States History (one unit)
- World History Studies (one unit) or World Geography Studies (one unit)
- Economics with Emphasis on the Free Enterprise System and its Benefits (one-half unit)
- United States Government (one-half unit)

The eight elective social studies courses offered in Grades 9-12 are:

- Advanced Texas Studies (one-half unit)
- American Culture Studies (one-half unit)
- World Area Studies (one unit)
- Psychology (one-half unit)
- Sociology (one-half unit)
- Advanced Social Studies Problems (one-half unit)
- World Geography Studies (one unit), if World History is taken as a required course
- World History Studies (one unit), if World Geography is taken as a required course

A major requirement in the secondary social studies curriculum, Grades 7-12, is to include elements and subelements for attitudes, values, and skills in all required course descriptions as appropriate to the content of the course. The four elements are:

- respect for self and others
- democratic beliefs and personal responsibility
- support for the American economic system
- application of social studies skills

These elements must be a part of the overall social studies program, Grades 7-12. School districts have the option of determining which elements and subelements are best suited to the various courses.

Social Studies Attitudes, Values, and Skills for Citizenship, Grades 7 and 8

Essential elements

Social studies courses, Grades 7 and 8, shall include the following essential elements:

Subelements

The student shall be provided opportunities to:

(1) Respect for self and others

- (A) respect beliefs of other individuals, groups, and cultures
- (B) be aware that some things are valued more in some groups and cultures than in others
- (C) recognize how societal values affect individual beliefs and attitudes
- (D) recognize that individuals must accept the consequences of their decisions

(2) Democratic beliefs and personal responsibility

- (A) respect the principles that underlie the Texas and the United States Constitutions, the Bill of Rights, and the Declaration of Independence
 - (B) consider one's own values as well as those of others when making political decisions
 - (C) value open-mindedness, tolerance of differing opinions, and civic participation as important aspects of democratic behavior
 - (D) respect the laws of one's society and work responsibly to change laws that one judges to be unjust
 - (E) understand the importance of individual participation in civic affairs
 - (F) understand that legal rights and protections must be balanced with civic responsibilities
 - (G) recognize the value of compromise in the democratic process
 - (H) examine reasons that participation and decision making in civic affairs require knowledge, time, and personal efforts
 - (I) identify legal rights, responsibilities, and protection afforded juveniles and adults
 - (J) support the democratic processes of the republican form of government
 - (K) support the basic values of American society (e.g., justice, responsibilities, freedom, respect for the law, diversity, privacy, private property rights, free enterprise, and voluntary exchange)
 - (L) support the rules and laws of one's school, community, state, and nation
-

**Social Studies Attitudes, Values, and Skills for Citizenship,
Grades 7 and 8, continued**

Essential elements

Social studies courses, Grades 7 and 8, shall include the following essential elements:

Subelements

The student shall be provided opportunities to:

(3) Support for the American economic system

- (A) recognize the contributions of the American economic system to the standard of living of Americans
- (B) support the role of profit in the American market system
- (C) believe in the right of individuals to acquire, use, and dispose of property
- (D) support the freedom of consumers to choose how to spend their income
- (E) recognize that citizens, through legal political activities, can influence economic decisions made by government
- (F) acknowledge the role of government in regulating unreasonable restraint on competition by either producers or consumers
- (G) support competition by either producers or consumers
- (H) support competition as it affects the quantity and quality of goods and services produced
- (I) recognize that as individuals act in their own economic interest they may also serve the economic interest of others
- (J) compare the control and treatment of public and private property

(4) Application of social studies skills

- (A) locate and gather information
 - (B) observe for detail
 - (C) translate information from one medium to another
 - (D) organize and express ideas in written form
 - (E) distinguish fact from opinion
 - (F) analyze information
 - (G) draw conclusions
 - (H) synthesize information
 - (I) develop criteria for making judgments
 - (J) use problem-solving skills
 - (K) sequence historical data and information
 - (L) draw inferences
 - (M) perceive cause-effect relationships
-

Texas History and Geography, Grade 7, one unit, required

This course is designed to provide students the opportunity to study Texas' historical, economic, social, and political development as well as its geography. It builds upon the earlier study of Texas in Grade 4, providing a greater depth and breadth of study.

Content includes accounts of significant events, issues, and conflicts from the earliest beginnings of Texas to the present. The content also reflects the multicultural nature of Texas where men and women of different racial and ethnic backgrounds and traditions, speaking various languages, came together in a new land to build a republic and then a state.

Content on state and local government is included in the course. Students are provided the opportunity to investigate the history of their community or area of the state, using primary resources such as newspaper files, diaries, letters, census reports, and interviews with persons who have firsthand knowledge of earlier days.

Geographic and economic content includes a study of the physical landscape of the state, the interaction of people and their environment, and the economic development of the state as it moved from a rural agricultural economy to an urban industrial economy.

Content is organized to facilitate historical and geographic skill development as well as development of skills related to higher level thinking.

Texas History and Geography, Grade 7

Essential elements

Texas History and Geography, Grade 7, shall include the following essential elements:

Subelements

The student shall be provided opportunities to:

(1) Exploration and colonization of Texas

- (A) describe the history of the earliest inhabitants and settlers of Texas
- (B) understand the reasons for European exploration and colonization of Texas
- (C) identify and explain significant historical personalities

(2) Achievement of Texas independence

- (A) understand reasons for the conflict with Mexico that led to Texas independence
 - (B) identify significant individuals in the struggle for Texas independence
 - (C) describe major historical events of the Texas Revolution
 - (D) understand the significance of the Texas Declaration of Independence, the Alamo, the Battle of San Jacinto, and the Mexican War
 - (E) analyze the problems of Texas as a republic
 - (F) summarize the historical developments leading to Texas statehood
-

Texas History and Geography, Grade 7, continued

Essential elements

Texas History and Geography, Grade 7, shall include the following essential elements:

Subelements

The student shall be provided opportunities to:

(3) Political and social history of Texas

- (A) explain the role of Texas in the Civil War
- (B) analyze the effects of the constitution of 1876 on political developments of Texas
- (C) describe the structure and function of government at the local and state levels
- (D) identify significant events in Texas history from post-Reconstruction to present
- (E) identify significant individuals from post-Reconstruction to present
- (F) identify ethnic and racial groups that settled in Texas and reasons for their migration
- (G) describe the structure and governance of public education

(4) Geography and economic growth of Texas

- (A) describe the physical, cultural, and economic features of the Texas landscape
 - (B) describe the geographic regions of the state
 - (C) understand the influence of geography on the direction and flow of Texas settlement
 - (D) locate places of historical significance in Texas
 - (E) explain reasons for urbanization of the state
 - (F) describe the role of major industries in the economic development of Texas
-

United States History and Citizenship (Civics), Grade 8, (early beginning through Reconstruction), one unit, required

This course is designed as the first part of a two-year study of United States history. (The second year of the study is to be taught in Grades 9-12.) The course builds upon the content from the fifth grade survey of United States history but provides students greater breadth and depth than the elementary program.

Content allows students the opportunity to view the growth and development of the United States from its exploration and colonization through the events leading to independence and establishment of the Republic. The course also explores the United States' involvement in foreign affairs, international conflicts, the Civil War, and Reconstruction and the impact of these events on the nation.

Content for the course emphasizes how men and women reflecting various racial, ethnic, religious, and linguistic groups contributed to the historical, economic, social, and political development of the United States.

Elements of geography and economics essential for an understanding of historical events and development of the United States are included in the course. Skills relating to the development of higher level thinking are also taught.

Content for citizenship centers on the history and origins of the United States Constitution including the Bill of Rights and the Declaration of Independence. The course also covers the structures and functions of various levels of government; rights, liberties, and obligations of citizens; participation and decision making in civic affairs; and the concept of a government of laws. Historic documents are analyzed as well as the legal rights, responsibilities, and protection afforded juveniles and adults.

United States History and Citizenship (Civics), Grade 8

Essential elements

United States History and Citizenship (Civics), Grade 8, shall include the following essential elements:

Subelements

The student shall be provided opportunities to:

-
- | | |
|---|---|
| (1) United States development as an independent, unified nation | (A) recognize the effects of exploration and colonization on the development of the United States
(B) analyze the political and economic causes of the American Revolution
(C) describe the major events leading to the independence and establishment of the United States
(D) describe the causes and effects of the United States' involvement in foreign affairs and international conflicts
(E) understand the reasons for the rise of sectionalism
(F) explain the causes of the Civil War
(G) analyze the effects of the Civil War and Reconstruction on the life of the nation
(H) identify significant individuals and their contributions to the United States |
|---|---|
-

United States History and Citizenship (Civics), Grade 8, *continued*

Essential elements

United States History and Citizenship (Civics), Grade 8, shall include the following essential elements:

Subelements

The student shall be provided opportunities to:

(2) Geographic influences on the historical development of the United States

- (A) locate and describe major physical features of the United States
- (B) identify and describe the major geographical regions of the United States
- (C) identify the geographical areas that were acquired to form the United States
- (D) locate and explain the importance of selected historical sites and places in the United States
- (E) recognize how physical features of the United States influenced population movements and patterns of settlement
- (F) describe the relationships of physical and climatic features of the United States with those of Canada and Mexico
- (G) identify the major economic resources of the regions of the United States

(3) Economic development and growth of the United States

- (A) explain the effects of the mercantile system on the development of the colonies
 - (B) describe the emergence and benefits of the free enterprise economic system in the United States
 - (C) understand how geographic patterns of economic resources influenced the development of the United States
 - (D) analyze the impact of technological innovations on business, industry, and agriculture
 - (E) explain the economic impact of various wars on the United States
 - (F) understand the impact of business cycles on the United States
 - (G) analyze the relationship of economic sectionalism and the Civil War
 - (H) identify significant American business, industrial, and labor leaders
-

United States History and Citizenship (Civics), Grade 8, *continued*

Essential elements

United States History and Citizenship (Civics), Grade 8, shall include the following essential elements:

Subelements

The student shall be provided opportunities to:

(4) Social and cultural developments of the United States

- (A) analyze the various cultures of the American Indians
- (B) identify ethnic and racial groups that settled in the United States, and explain reasons for immigration
- (C) recognize the contributions of ethnic and racial groups and individuals to the development and growth of the United States
- (D) identify social reform movements, leaders, issues, and results
- (E) describe developments in art, music, literature, drama, and other culturally related activities

(5) Political development of the United States

- (A) identify the political ideas that form the basis for the United States political system
 - (B) analyze the main political, economic, and social ideas in the United States Constitution, the Bill of Rights, and the Declaration of Independence
 - (C) describe the structure and functions of the three branches of the national government
 - (D) explain the system of checks and balances at all levels of government
 - (E) identify ways of maintaining a division of power among the local, state, and national governments
 - (F) analyze the historical developments of political parties
 - (G) describe major political campaigns, elections, issues, and leaders
 - (H) interpret the concept that the United States has a "government of law, not men"
 - (I) analyze major historical documents that relate to the development of the United States
-

Social Studies Attitudes, Values, and Skills for Citizenship, Grades 9-12

Essential elements

Social studies courses, Grades 9-12, shall include the following essential elements:

Subelements

The student shall be provided opportunities to:

(1) Respect for self and others

- (A) respect beliefs of other individuals, groups, and cultures
- (B) be aware that some things are valued more in some groups and cultures than in others
- (C) recognize how societal values affect individual beliefs and attitudes
- (D) recognize that individuals must accept the consequences of their decisions

(2) Democratic beliefs and personal responsibility

- (A) respect the principles that underlie the Texas and the United States Constitutions, the Bill of Rights, and the Declaration of Independence
 - (B) consider one's own values as well as those of others when making political decisions
 - (C) value open-mindedness, tolerance of differing opinions, and civic participation as important aspects of democratic behavior
 - (D) respect the laws of one's society and work responsibly to change laws that one judges to be unjust
 - (E) understand the importance of individual participation in civic affairs
 - (F) understand that legal rights and protections must be balanced with civic responsibilities
 - (G) recognize the value of compromise in the democratic process
 - (H) examine reasons that participation and decision making in civic affairs require knowledge, time, and personal efforts
 - (I) identify legal rights, responsibilities, and protection afforded juveniles and adults
 - (J) support the democratic processes of the republican form of government
 - (K) support the basic values of American society (e.g., justice, responsibilities, freedom, respect for the law, diversity, privacy, private property rights, free enterprise, and voluntary exchange)
 - (L) support the rules and laws of one's school, community, state, and nation
-

**Social Studies Attitudes, Values, and Skills for Citizenship,
Grades 9-12, continued**

Essential elements	Subelements
Social studies courses, Grades 9-12, shall include the following essential elements:	The student shall be provided opportunities to:
(3) Support for the American economic system	(A) recognize the contributions of the American economic system to the standard of living of Americans (B) support the role of profit in the American market system (C) believe in the right of individuals to acquire, use, and dispose of property (D) support the freedom of consumers to choose how to spend their income (E) recognize that citizens, through legal political activities, can influence economic decisions made by government (F) acknowledge the role of government in regulating unreasonable restraint on competition by either producers or consumers (G) support competition by either producers or consumers (H) support competition as it affects the quantity and quality of goods and services produced (I) recognize that as individuals act in their own economic interest they may also serve the economic interest of others (J) compare the control and treatment of public and private property
(4) Application of social studies skills	(A) locate and gather information (B) observe for detail (C) translate information from one medium to another (D) organize and express ideas in written form (E) distinguish fact from opinion (F) analyze information (G) draw conclusions (H) synthesize information (I) develop criteria for making judgments (J) use problem-solving skills (K) sequence historical data and information (L) draw inferences (M) perceive cause-effect relationships

United States History, Grades 9-12,

(from Reconstruction to the present), one unit, required

Content for the second year of study of United States history includes significant individuals, issues, and events after the period of Reconstruction to the present. The course continues the focus from Grade 8 on the history, geography, and political and economic growth of the nation. It also continues the theme of cultural pluralism as a characteristic of American society, past and present.

Students study the emergence of the United States as a world power. They learn how geography influences historical developments, analyze economic development and growth, understand the nation's social and cultural developments, and study the political development of the United States from Reconstruction to the present.

The course is also designed to continue and expand social studies skills and processes started in the elementary social studies program.

Whenever appropriate, content should include primary and secondary sources such as diaries, letters, newspapers, public laws, decrees, and documents to provide a comprehensive study of the historical, economic, social, and political development of the United States.

United States History, Grades 9-12

Essential elements

United States History, Grades 9-12, shall include the following essential elements:

-
- (1) Emergence of the United States as a world power
 - (2) Geographic influences on the historical development of the United States

Subelements

The student shall be provided opportunities to:

-
- (A) describe the causes and effects of United States involvement in foreign affairs and in international conflicts
 - (B) describe the United States international political, humanitarian, economic, and military cooperative efforts
 - (C) analyze the foreign policies of the United States and their impact on the nation
-
- (A) describe how population movements and patterns of settlement in the United States were influenced by physical features
 - (B) identify major United States population centers and their importance
 - (C) identify former United States overseas possessions and explain their present status
 - (D) describe the national government land policies and their historical significance
 - (E) locate and explain the importance of selected historical sites
 - (F) examine the uses, abuses, and preservation of natural resources and the physical environment of the United States
 - (G) understand how geographic patterns of economic resources influenced the development of the United States
-

United States History, Grades 9-12, *continued*

Essential elements

United States History, Grades 9-12, shall include the following essential elements:

Subelements

The student shall be provided opportunities to:

(3) Economic development and growth of the United States

- (A) understand the development of the United States banking system
- (B) analyze the impact of new developments in science and technology on business, industry, and agriculture
- (C) explain the economic impact of various wars on the United States
- (D) explain the development and importance of new business and labor organizations
- (E) identify significant business, industrial, and labor leaders of the United States
- (F) understand the impact of business cycles, deflation, and inflation on the United States
- (G) describe the overseas expansion of United States trade
- (H) analyze the changing relationship of government and the economy

(4) Social and cultural developments of the United States

- (A) describe the long-term social impact of the Civil War and Reconstruction
- (B) explain the causes for and impact of immigration
- (C) recognize the contributions of ethnic and racial groups and individuals to the growth and development of the United States
- (D) analyze majority-minority group relations
- (E) describe population movements and patterns of settlement
- (F) identify social reform movements, leaders, issues, and results
- (G) analyze the impact of science and technology on social and cultural developments
- (H) describe developments in art, music, literature, drama, and other culturally related activities

United States History, Grades 9-12, *continued*

Essential elements

United States History, Grades 9-12, shall include the following essential elements:

Subelements

The student shall be provided opportunities to:

(5) Political development of the United States

- (A) describe the long-term political effects of the Civil War and Reconstruction
 - (B) analyze the major historical documents that relate to the development of the United States
 - (C) describe major political campaigns, elections, issues, and leaders
 - (D) understand major political reform movements, leaders, issues, and results
 - (E) evaluate constitutional developments reflected by amendments and court interpretations
 - (F) analyze the growth and development of the three branches of federal government
-

World History Studies, Grades 9-12, one unit required*

This course includes further study of the history and development of world cultures that students encountered throughout the elementary grades and earlier secondary social studies courses. Content includes the development of early civilizations, western civilization, and other world regions from their early days to the present.

The course provides students the opportunity to compare and analyze various ways of life and cultural patterns that reflect the diversity and commonality of human experiences and the understanding of how these patterns occur. Geographic influences on world history is a part of the study.

Note: Because of the broad scope of this course and its limitation to one year of study, teachers should consider carefully what topics should be studied in greater depth. They may also consider a restructuring of the essential elements and subelements around broad movements or themes such as the rise of nationalism or cultural conflict and change with the understanding that none of the elements can be omitted or deleted.

*May be taken as a one-unit elective if a student selects World Geography Studies to meet graduation requirements.

World History Studies, Grades 9-12

Essential elements

World History Studies, Grades 9-12, shall include the following essential elements:

Subelements

The student shall be provided opportunities to:

(1) Development of early civilizations

- (A) analyze early river valley civilizations
 - (B) describe the historical development of Greek and Roman societies and their contributions to modern civilization
 - (C) trace the development of early Indian and Chinese civilizations
-

(2) Historical development of Western civilization

- (A) trace the development of Judaism, Christianity, and Islam and their influences
 - (B) describe political, economic, and social changes that occurred during the Medieval periods, the Renaissance, and the Reformation
 - (C) analyze the influences of Byzantine and Moslem societies on Western civilization
 - (D) explain the impact of the Renaissance and Reformation on Europe
 - (E) describe the expansion of European influence around the world through exploration, investment, and colonization
 - (F) analyze the impact of political and economic revolutions on Western civilization, including the increased productivity and prosperity resulting from the industrial revolution
 - (G) explain the rise of nationalism and imperialism and their consequences
 - (H) trace the origins of and basis for the concepts of liberty, individual freedom, private property rights, and representative government
 - (I) trace the development of capitalism, socialism, and communism
-

(3) Historical development of other regions

- (A) trace the development of national unity in Russia, India, Japan, and China
 - (B) understand the development of Mayan, Aztec, and Incan civilizations in the Americas
 - (C) describe the emergence of nation-states in the Middle East, Latin America, Africa, and Asia, noting political perspectives
 - (D) explain the rise of nationalism and imperialism among eastern bloc nations and their consequences
-

World History Studies, Grades 9-12, *continued*

Essential elements

World History Studies, Grades 9-12, shall include the following essential elements:

Subelements

The student shall be provided opportunities to:

(4) Geographic influences on world history

- (A) identify major colonies around the world at various historical periods and explain reasons for their colonization
 - (B) determine how the physical features of an area affected its historical development
 - (C) analyze the cultural and physical changes that occurred within an area studied at various periods of time
 - (D) describe the growth and importance of trade, commerce, transportation, and communications at different times in history
 - (E) locate major physical features, landforms, and countries of the world on maps and globes
 - (F) describe the major physical features of the world
 - (G) contrast the development of resources in countries where private property rights have been honored and where they have not
 - (H) contrast differences in the productivity and living standards of countries with similar resource bases but with market economies versus restricted economies
 - (I) trace changes in technological developments relative to natural resources
-

(5) Developments of the twentieth century

- (A) explain the causes and results of World Wars I and II
- (B) describe the impact of the Great Depression on world events
- (C) analyze the development of dictatorships around the world and the hardships of life under both fascist and communist dictatorships
- (D) explain the impact of conflicting ideologies on present-day world affairs
- (E) analyze the collapse of European colonial empires and the emergence of new nations, including the attempt to replace western colonialism with Soviet influence
- (F) trace the achievements in and impact of twentieth century science and technology, noting the positive impact of individual freedom and incentives of technological advancement
- (G) analyze the impact of worldwide economic interdependence on the world today

World History Studies, Grades 9-12, *continued*

Essential elements

World History Studies, Grades 9-12, shall include the following essential elements:

Subelements

The student shall be provided opportunities to:

-
- (H) describe the emergence of space exploration and its impact on world affairs
 - (I) analyze the impact of changing patterns of production and consumption of energy resources
 - (J) examine the uses, abuses, and preservation of natural resources around the world
 - (K) trace the adverse effects that communism, socialism, and fascism have had on individual freedom and liberty
 - (L) explain the positive aspects and effects of American capitalism upon the world
 - (M) explain the Soviet-stated goal of world communism and the growth of Soviet influence and ideology around the globe
-

World Geography Studies, Grades 9-12, one unit, required*

This course provides students the opportunity to study the interaction of people and their physical environments in the major areas of the world. Content introduces the student to the world of geographers, their unique vocabulary, tools, and methodologies. Students acquire an understanding of the physical setting of the earth, locate and study different landforms and regions of the world, learn how people and geography impact each other, and are introduced to urban analysis. Content offers students the opportunity to put into practice the geographical concepts and skills they have accumulated throughout the social studies program beginning in the elementary grades and in the Texas and United States history courses.

World Geography Studies, Grades 9-12

Essential elements

World Geography Studies, Grades 9-12, shall include the following essential elements:

Subelements

The student shall be provided opportunities to:

-
- (1) Nature of geography
 - (A) compare physical and cultural geography
 - (B) explain geographical terminology
 - (C) describe geographical tools and methodologies

*May be taken as a one-unit elective if a student selects World History Studies to meet graduation requirements.

World Geography Studies, Grades 9-12, *continued*

Essential elements

World Geography Studies, Grades 9-12, shall include the following essential elements:

Subelements

The student shall be provided opportunities to:

(2) Physical setting of the earth

- (A) locate and describe major landforms and features of the earth
- (B) describe the physical forces that alter the features of the earth's crust
- (C) describe the physical setting of selected regions
- (D) locate the major natural resources of the world and give their uses
- (E) locate the major nations and regions of the world

(3) Interaction of physical environments

- (A) understand criteria for determining regions
- (B) analyze the impact of environment on ways of life in a region
- (C) describe major economic activities in a region
- (D) determine the economic, social, and cultural interchange among regions and countries
- (E) explain the causes of population patterns, densities, and movements
- (F) analyze forces that are causing changes in the landscapes of regions and countries
- (G) explain the economic importance of water and other natural resources to regions and countries
- (H) determine kinds and sources of energy for regions and countries
- (I) describe the agricultural base of regions
- (J) examine uses, abuses, and preservation of natural resources and the physical environment

(4) Urban analysis

- (A) analyze the site and situation of cities
 - (B) describe functions of cities
 - (C) understand patterns of urban growth
 - (D) analyze movements of people, goods, and services in an urban environment
 - (E) analyze environmental issues associated with urban growth
-

United States Government, Grades 9-12, one-half unit, required

This course provides an opportunity to study in depth the foundation of the United States political system; to analyze the political institutions, processes, and values of the system; to trace the development of the United States governmental system; and to analyze the structure and functions of government on local, state, and federal levels.

Students put into practice the content and concepts they learned about responsibilities on the personal, social, and civic level, and they analyze the institutions and processes of local, state, national, and other political systems. The content builds upon knowledge gained in elementary grades and in earlier secondary social studies courses.

The content focuses on an analysis of historic documents associated with the political development of the United States and on students' participation and decision making in civic affairs.

United States Government, Grades 9-12

Essential elements

United States Government, Grades 9-12, shall include the following essential elements:

Subelements

The student shall be provided opportunities to:

(1) Foundations of the United States political system

- (A) explain reasons governments are established
- (B) analyze the differences between direct and representative democracy
- (C) compare United States political institutions, processes, and values with other governmental systems
- (D) trace political ideas from the Ancient World, Western Europe, and the 13 colonies that formed the foundation of the United States system of government
- (E) trace the growth of the two-political party system in the United States
- (F) analyze major historical documents relating to the political development of the United States

(2) Development of the United States governmental system

- (A) analyze the purposes and political and economic philosophies of the United States Constitution, Bill of Rights, and Declaration of Independence
 - (B) recognize significant individuals who played important roles in establishing the government of the United States
 - (C) analyze the impact of Supreme Court decisions on the American governmental system
 - (D) explain due process of law
-

United States Government, Grades 9-12, *continued*

Essential elements

United States Government, Grades 9-12, shall include the following essential elements:

Subelements

The student shall be provided opportunities to:

(3) Structures and functions of the United States governmental systems

- (A) describe the structures and functions of governments at federal, state, and local levels
- (B) identify executive, legislative, and judicial authority roles on national, state, and local levels
- (C) understand the taxing and spending functions of national, state, and local levels of government and the impact of these functions
- (D) analyze techniques for maintaining a division of power among branches of government and between national and state levels

(4) Participation and decision making in civic affairs

- (A) examine factors that influence an individual's political beliefs and behavior
 - (B) understand the functions of political parties in the United States political process
 - (C) analyze the functions of minor political parties and interest groups in the American political process
 - (D) interpret the concept that the United States has a "government of law, not men"
-

Economics with Emphasis on the Free Enterprise System and its Benefits, Grades 11-12, one-half unit, required

The course provides opportunities for students to study basic principles concerning production, consumption, and distribution of goods and services. Content builds an understanding of the essential components and benefits of the free enterprise system. Students study such concepts as scarcity, economic interdependence, the market system, prices, economic stability, and growth. They examine the role of government in the American economic system and explore selected aspects of international economic systems.

The course gives students insights into the techniques and tools used by economists in analyzing data. Students are also provided opportunities to acquire competencies and knowledge of practical economic functions.

This course is the culmination of the economic content, concepts, and methodologies students studied in the elementary grades and in required secondary courses.

This course may be taught in either the social studies or the business education department. School districts have the flexibility to decide in which department the course will be offered.

Economics with Emphasis on the Free Enterprise System and Its Benefits, Grades 11-12

Essential elements

Economics with Emphasis on the Free Enterprise System and its Benefits, Grades 11-12, shall include the following essential elements:

Subelements

The student shall be provided opportunities to:

(1) American free enterprise system

- (A) identify characteristics, benefits, and goals of the American free enterprise system
- (B) analyze how supply and demand affect prices
- (C) examine the circular flow of economic activity
- (D) relate the business cycle, deflation, and inflation with economic conditions
- (E) analyze the roles of economic incentives, voluntary exchanges, private property rights, and competition
- (F) understand the role of business in the American free enterprise system
- (G) examine the roles of labor and consumers in the American free enterprise system
- (H) relate the price mechanism to allocation of resources and distribution of income
- (I) identify the factors of production and the income earned from each factor

(2) Government in the American economic system

- (A) understand how the government both protects and regulates the operations of the market system
- (B) examine the processes and consequences of the government's budget
- (C) examine the organization and functions of the Federal Reserve System
- (D) analyze the costs and benefits of government regulation of the market
- (E) evaluate the economic performance of monetary and fiscal policies

(3) American economic system and international economic relations

- (A) compare various types of economic systems (capitalism, socialism, and communism)
 - (B) examine the purposes, the extent, and the impact of world trade on the United States' economy
-

Economics with Emphasis on the Free Enterprise System and Its Benefits, Grades 11-12, *continued*

Essential elements

Economics with Emphasis on the Free Enterprise System and its Benefits, Grades 11-12, shall include the following essential elements:

Subelements

The student shall be provided opportunities to:

(4) Consumer economics

- (A) describe the rights and responsibilities of consumers
- (B) identify the market conditions and agencies that provide consumer protection
- (C) understand the use of credit and savings and how they affect the economy
- (D) define basic consumer terminology in the areas of credit, insurance, budgeting, and home ownership or leasing
- (E) examine the income tax

(5) Social studies attitudes, values, and skills for citizenship

as appropriate to this course. (See pages 41-42.)

Advanced Texas Studies, Grades 9-12, one-half unit, elective

This course provides an in-depth study of the historical, social, economic, and political developments that have affected life in Texas in the twentieth century. An analysis of these developments and changes should help students place Texas in the context of developments occurring in the United States and the world since 1900.

Content included in the course should build upon but not repeat in the same context information in the Texas History course for Grade 7 which has as its main emphasis the historical, economic, and political developments of the state prior to 1900.

Advanced Texas Studies, Grades 9-12

Essential elements

Advanced Texas Studies, Grades 9-12, shall include the following essential elements:

Subelements

The student shall be provided opportunities to:

(1) History of Texas in the twentieth century

- (A) explore the effect on Texas of the closing of the frontier
- (B) recognize the roles of Texans in international conflicts
- (C) identify and explain the significance of major issues and personalities
- (D) understand the impact of science and technology on the historical development of Texas

Advanced Texas Studies, Grades 9-12, *continued*

Essential elements

Advanced Texas Studies, Grades 9-12, shall include the following essential elements:

Subelements

The student shall be provided opportunities to:

-
- (2) Political and social development of twentieth century Texas

- (A) recognize the important political events that have occurred in Texas
- (B) identify significant individuals who affected the political and social history of the state
- (C) trace the changes in governmental institutions
- (D) describe the structures and functions of governments at the local and state levels
- (E) identify the contributions of various ethnic, cultural, and racial groups and individuals to Texas
- (F) understand the social and cultural changes that have occurred in Texas

-
- (3) Economic growth of twentieth century Texas

- (A) explore the role of the petroleum industry on the economic growth of the state
- (B) recognize the role of major industries to the economic development of Texas
- (C) understand the economic interdependence of Texas and other states and nations
- (D) understand the impact of the farming and ranching industries on the economic growth of the state

-
- (4) Geographic influences on the development of Texas

- (A) describe the major geographic features of the state
 - (B) describe the influence of geography on the direction and flow of population settlement and growth
 - (C) explain the importance of water resources, economically and recreationally
 - (D) describe where important natural resources are found in Texas
 - (E) explain causes for the continuing urbanization of Texas
 - (F) identify places of historical significance in one's community and state
-

American Culture Studies, Grades 9-12, one-half unit, elective

This course provides an opportunity for the study of selected cultural, racial, or ethnic groups and individuals who have maintained their cultural identities while participating in the larger national society.

Content of the course includes a study of the backgrounds, traditions, and contributions of selected groups and individuals to the American way of life. Cultural pluralism, the diversity of lifestyles of selected groups, and the varied cultural activities of groups are themes of the course that build on earlier studies of these groups in the elementary and secondary curriculum.

School districts may choose to study one particular group or several groups.

American Culture Studies, Grades 9-12

Essential elements

American Culture Studies, Grades 9-12, shall include the following essential elements:

-
- (1) History and contributions of selected cultural, racial, and ethnic groups

Subelements

The student shall be provided opportunities to:

-
- (A) identify cultural, racial, and ethnic groups that have settled in the United States and explain reasons for their immigration
 - (B) explain the multicultural nature of the discovery, exploration, and settlement of the United States
 - (C) recognize the contributions of various cultural, racial, and ethnic groups and individuals to the development and growth of the United States
 - (D) understand the interaction of selected groups with individuals and groups from various religious, national, racial, and ethnic backgrounds
 - (E) trace the historical origins of selected groups

-
- (2) Cultures of selected cultural, racial, and ethnic groups

-
- (A) identify special celebrations and events and explain their connections with cultural, racial, and ethnic groups
 - (B) recognize examples of cultural borrowing that reflect the multicultural aspects of the nation
 - (C) describe the art, music, literature, drama, and other culturally related activities of various groups
 - (D) analyze the influences of selected groups on American culture, particularly in the Southwest
 - (E) identify efforts of various groups to maintain cultural identity in relation to the dominant culture
 - (F) analyze the diverse lifestyles of groups selected for study
-

World Area Studies, Grades 9-12, one unit, elective

This course provides students the opportunity to study selected regions or countries of the world in depth. Content includes the historical, political, and economic development of a selected region or country as well as its geographic and cultural aspects.

The course allows students to continue their studies of selected regions or countries of the world begun in the elementary grades and in the world history or geography courses. School districts may choose one particular world region or a selected country for students to study.

World Area Studies, Grades 9-12

Essential elements

World Area Studies, Grades 9-12, shall include the following essential elements:

Subelements

The student shall be provided opportunities to:

-
- (1) Historical developments of selected regions or countries

- (A) trace major historical events from early beginnings to the present, emphasizing twentieth century developments
(B) explore the interaction of selected regions or countries with other areas of the world, historically and presently
(C) recognize significant personalities in the development of selected regions or countries

-
- (2) Political and economic developments of selected regions or countries

- (A) describe the governmental structures of selected countries
(B) identify factors that have affected economic development
(C) explore the impact of science, technology, and industrialization
(D) describe contemporary political and economic relationships with the rest of the world

-
- (3) Geographic aspects of selected regions or countries

- (A) describe the physical features of the area studied
(B) recognize the influence of geography on the historical development of area studied
(C) analyze population patterns and trends of selected areas

-
- (4) Cultural aspects of selected regions or countries

- (A) understand the social and cultural changes that have affected lifestyles
(B) compare and contrast variations of cultural patterns in selected regions or countries
(C) analyze the roles of religions and traditions on shaping the cultures of an area
(D) identify the art, music, literature, drama, and other culturally related activities of an area
-

Psychology, Grades 9-12, one-half unit, elective

This course gives students the opportunity to study individual and group psychology. Students learn how the knowledge, methods, and theories of psychologists are applied to analyzing human behavior. Course content is organized to help students develop critical attitudes toward superficial generalizations about human behavior, to recognize the tentativeness of propositions about human behavior, and to achieve a better understanding of behavior in general.

Psychology, Grades 9-12

Essential elements

Psychology, Grades 9-12, shall include the following essential elements:

Subelements

The student shall be provided opportunities to:

(1) Nature of psychology

- (A) define the fields of psychology
- (B) analyze the tools and techniques of psychology
- (C) understand the terminology of psychology

(2) Human growth, development, and behavior

- (A) explain stages of human growth and development
- (B) understand factors involved in learning and language development
- (C) describe thinking and creative processes
- (D) explain motivation and emotion
- (E) understand personality theories, disorder therapies, and personality testing and assessment

(3) Development of the individual

- (A) analyze the development of self-concept
 - (B) understand relationships of individuals with other individuals and with groups
 - (C) establish individual long- and short-range goals
-

Sociology, Grades 9-12, one-half unit, elective

The course provides an opportunity for systematic study of individuals, groups, and social institutions. Content includes such concepts as social stratification and mobility; cultural conflict, change, and contact; the structure and function of social institutions; and the role of mores, traditions, and folkways in a society.

Sociology, Grades 9-12

Essential elements

Sociology, Grades 9-12, shall include the following essential elements:

Subelements

The student shall be provided opportunities to:

(1) Nature of sociology

- (A) define sociology
- (B) analyze the tools and techniques of sociology
- (C) understand sociological terminology

(2) Culture, socialization, groups, and institutions

- (A) explain the processes of socialization
- (B) analyze types of groups and interactions among groups
- (C) analyze social institutions, their structures and functions
- (D) understand the roles of beliefs, mores, traditions, and folk-ways in a culture
- (E) analyze social problems in selected cultures
- (F) analyze roles of people in various situations and relationships

(3) Communications

- (A) explain symbolic communications
- (B) understand impact of media on groups
- (C) analyze forms of propaganda and propaganda techniques

(4) Cultural development and change

- (A) understand causes of cultural and social change
 - (B) analyze the impact of science and technology upon people and cultures
 - (C) describe the effects of cultural contact and diffusion
-

Advanced Social Science Problems, Grades 9-12, one-half unit, elective

The problems course is designed to give students the opportunity to apply the knowledge and skills of the social sciences to a variety of issues. Students who enroll in the course should be proficient in locating and organizing data independently, in applying critical thinking skills to issues, in participating in group activities and discussion, in using a variety of data-gathering techniques, and in practicing leadership skills.

Issues or problems selected for study should have both contemporary and historical perspective and should be examined within the framework of any one or more of the social sciences.

Advanced Social Science Problems, Grades 9-12

Essential elements

Advanced Social Science Problems, Grades 9-12, shall include the following essential elements:

Subelements

The student shall be provided opportunities to:

-
- | | |
|--|--|
| (1) Application of historical and social science facts, concepts, rules, and generalizations to selected topics, problems, or issues | (A) formulate cause/effect, summary, and value generalizations
(B) condense information into valid summaries
(C) question stereotypes representing inaccurate or oversimplified judgments
(D) apply research skills to verify the validity of rules, laws, principles, generalizations, or decisions |
| <hr/> | |
| (2) Democratic participatory skills | (A) evaluate the processes and results of decision making
(B) apply the strategies of problem solving
(C) express ideas in an orderly and open manner
(D) undertake personal leadership in groups
(E) accept leadership of others
(F) demonstrate tolerance of differing opinions
(G) state and defend a point of view |
| <hr/> | |
| (3) Processes of reasoning | (A) draw inferences from data
(B) distinguish fact from opinion
(C) draw conclusions from data
(D) recognize common fallacies
(E) identify and analyze propaganda |
| <hr/> | |
| (4) Analysis of information from various sources | (A) verify the validity of information
(B) determine relationships between causes and effects
(C) interpret and evaluate conflicting opinions
(D) form valid generalizations
(E) identify unstated assumptions
(F) detect bias in sources of information |
-

Special Student Populations And the Social Studies

Introduction

Students comprising "special populations" include learners with a wide variety of characteristics. Some of these students are from migrant families. Some are gifted and talented. And some are limited in English proficiency. What these students share, despite their differences, is a need for alternative approaches to instruction in the classroom. For one reason or another, regular classroom strategies are sometimes inadequate for them.

Curriculum modifications for these identified students have much in common. Actually, they are strategies for good teaching that would benefit any student. For example, varying the method of instructing, adding personnel to achieve a one-to-one relationship, and changing the pace of presentation are types of modifications teachers might use to meet individual student needs. For reteaching and remediation of a special education student, a teacher might employ the same strategy—breaking up a unit into smaller, sequential steps, for example—that might also meet a migrant student's special language needs. For this reason, repetition necessarily occurs in the discussion of modifications in the following sections.

Some students need a concentrated effort that uses extensively one or more curriculum modifications specific to their needs. These students may have a handicap, may be in difficult economic situations, or may experience language deficiencies or chronic underachievement. Developing modifications tailored to the specific situation of these students challenges any instructional staff.

Administrators, curriculum supervisors, and classroom instructors may find it helpful to use this chapter, *Special Student Populations and the Social Studies*, as a pool of suggestions of teaching practices widely held to be effective for most students. They can also use individual sections as a reference for specific suggestions as they identify and serve students with individual needs.

Goals

A major goal of an education program is to provide all students with appropriate opportunities to grow physically, emotionally, aesthetically, and intellectually to the full extent of their abilities. Prior to curriculum reform in the mid-1980s, students received remedial instruction which, in many cases, was isolated, fragmented, and unrelated to the regular instructional program. Consequently, some students were unable to maintain steady progress when they returned to the regular program of instruction. The state basic curriculum now requires a process that ensures a well-balanced single curriculum for all students regardless of identified need or condition. Instruction for students with identified needs includes the same essential elements as the instruction given general education students. Students with identified instructional needs encompass a wide range of academic abilities and language proficiency levels. They may speak English or a language other than English.

Programs for special population students may use specialized personnel to assist in the parallel delivery of instruction. These instructors and regular instructional personnel are responsible jointly for the cooperative delivery of effective instruction in the essential elements.

Programs for students having identified needs should modify the method of instruction, pacing, and materials, as appropriate, to provide full opportunity for learning the essential elements.

Special Education

Social studies essential elements are described by State Board rule as basic building blocks for competencies that each student should develop. Special education students may fulfill this requirement through participation in appropriate options that modify content and methodology to varying degrees. The admission, review, and dismissal (ARD) committee in a school district has the responsibility to develop an individual educational plan (IEP) for each special education student.

Many handicapped students may be able to fulfill the social studies requirements on the same basis as their nonhandicapped peers, or they may use appropriate options such as modified content, methodology, evaluation procedures, personnel, setting, and materials. The IEP developed by the ARD committee is the district's official record of services and instruction needed to ensure the handicapped student of an appropriate education. The IEP lists any modifications necessary for satisfactory progress in social studies, whether the handicapped student is placed in regular or special education classes for instruction. School district procedure directs how the IEP modifications are communicated to the regular and special education personnel responsible for implementation and how evaluation is to take place.

Generally, the inability to perform without modification can be attributed to one or more of the following limitations which result from the handicap:

- physical—affects motor coordination
- sensory—affects visual or auditory reception and expression
- cognitive—affects receptive and expressive communication skills
- emotional—affects behavioral and social skills

Modification of Content and Method

While every effort must be made to provide handicapped students instruction in all the essential elements, occasionally, when a handicapping condition renders the content inappropriate for a student, the ARD committee may recommend modification of some essential elements or alternative content. Districts may employ commercially available programs or develop their own to enable handicapped students to attain the goals of the social studies program insofar as they are able.

Regular and special education teachers may modify course content and the method of delivery in a number of ways. The teacher may:

- clarify course assignments for students
 - repeat instructions; provide more detailed directions
 - provide course syllabus or outline
 - use individual contracts with specific requirements
 - use individual learning packages with clearly stated objectives
 - use progress charts and informal individual feedback interviews
 - give instructions through several channels such as written or oral demonstration
 - provide materials that are programmed or self-checking
 - summarize key points before starting an assignment
 - provide correctly completed examples and sample problems
- adapt regular assignments
 - require fewer correct responses for credit
 - allow more time for or reduce the length of regular assignments

- break the assignment into a series of smaller assignments or minicourses
- reduce the reading level of regular assignments by rewording, paraphrasing, and editing. Use high-interest, low-reading level materials to cover the same content covered in the adopted text
- underline, color code, and outline major points in regular assignments
- change format of instructional materials to include fewer paragraphs, problems, and questions
- have the student complete problems the teacher starts
- space maps and graphs far apart on the page
- ask leading questions before a student begins a new reading assignment
- use alternative materials to supplement the regular text and workbook
 - use different format materials such as puzzles, games, tapes, and pictures to teach the same content
 - use interest checklists, learning style surveys, and informal interviews to determine student interests
 - borrow, share, and acquire remediation or reinforcement materials from teachers of other grades or subjects and from the special education materials collections
 - use adaptive equipment and facilities such as jigs and ramps
 - provide study aids such as hints, cue cards, spelling lists, and guides
- use alternatives to written and reading assignments
 - use hands-on activities, physical assignments, and performance activities
 - use oral presentations, reports, and projects
- provide alternative methods in completing assignments
 - establish a buddy system within the classroom to provide reading and writing assistance
 - enlist older students to tutor or provide teacher aide assistance
 - use group assignments
 - use tape-recorded textbooks and allow students to listen and follow along in the written text; record instructions and assignments
 - provide study questions and word outlines for assignments to assist students in organizing their materials
 - allow the student to make a spiral notebook word bank which provides a special dictionary for the subject
 - substitute projects for written assignments or reports. Projects may include development of posters; charts; drawings; illustrations; flannelboard designs; shoebox panoramas; constructions such as models, forts, cities, and animal dwellings; collections of real objects; and tape recordings of a mock battle, radio show, or historic speech.

Modification of Mastery

Just as the district should modify content according to the directions of the ARD committee and the students' needs, it must also select an appropriate test if the effects of a handicap would invalidate regular test procedures.

Social studies reading assignments may cause problems for many handicapped students in regular classes. Often assignments are at a higher reading level than the students can comprehend, and they do not finish the assignment because they spent too much time rereading. Sometimes students are unsure of the importance of what they have read, or they tire and skip important information necessary to complete the assignment accurately.

Nonreading experiences such as team projects, audiovisual aids, demonstrations, and field trips enable handicapped students to master the social studies essential elements through active participation.

Testing methods must allow the student to demonstrate knowledge and skills in social studies regardless of the disability. For example, an evaluation of a history assignment for handicapped students with severe reading disabilities should not use methods that require average reading and writing skills. Appropriate evaluation methods determine achievement in the content area and do not jeopardize the student for known disabilities. Numerous modifications of exam procedures can be reasonably managed in the regular classroom setting. The teacher may:

- allow open book exams
- allow more time for regular exams or reduce their length
- use more objective items and request fewer essay items
- give the same exam orally
- tape record the test or the student's test answers
- reduce the reading level or paraphrase the test
- use fill-in responses for word or definition problems
- write down the responses for the student
- give take-home tests
- substitute assignments for tests
- allow a peer, teacher aide, or volunteer to administer tests individually

Modification of Materials

Adopted textbooks and materials may need to be modified and/or supplemented with other special education instructional materials to teach the essential elements. Visually handicapped and learning disabled students may be provided tape recorded textbooks and large print or braille materials.

Modification of Personnel and Setting

The regular teacher is responsible for teaching the essential elements to the handicapped student in the regular classroom unless otherwise stated in the IEP. Special education teachers may teach the essential elements in regular or special education classes for the handicapped student.

Gifted and Talented Education

The State Board of Education is committed to providing each student with the opportunity to develop personal knowledge, skill, and competence to the student's maximum capacity. To provide for all students, a differentiated curriculum for gifted students should be developed in each of the academic content areas. Teachers should make curricular adjustments by accelerating, providing greater depth, and by expanding the essential elements in three specific areas: content taught, processes introduced and developed, and products expected. Of all the content areas, social studies is one of the richest in terms of opportunities that may be provided to gifted students.

First grade students could study the concept of interdependence by interviewing various workers in the school about their roles, and they could describe the school's dependence on these workers. After talking with the principal, teachers, secretary, custodian, bus drivers, and cafeteria workers, students could write stories or develop role plays or skits depicting what would happen if one or more of the workers were not able to carry out their duties or roles.

In the study of maps in Grades 1, 2, and 3, students could place various treasures around the classroom, school, or school grounds. They could then create maps with written directions for other students to find the treasures.

When developing process skills, a fourth grade teacher can expand on the essential elements regarding basic facts about the founding of Texas as a republic and a state. In addition to teaching the early history of Texas as a republic, the teacher can ask students to compare and contrast the reasons for the formation of Texas as a republic to reasons for creation of the United States. The project can lead to a discussion in which students make judgments and defend their opinions in class discussions.

Students can also develop a political essay urging their fellow Texans of 1836 either to secede or to remain a part of Mexico. When the essays are completed, students could exchange them and, in a class debate, take the opposite position from the one about which they wrote. This two-part product would be more sophisticated and difficult than one ordinarily expected of fifth graders and would further build on the analytical skills students had been learning.

Social studies is also important as a subject area that lends itself aptly to the building of leadership skills for gifted students. To receive state funding, gifted programs must be developed in one or a combination of the following areas: general intellectual ability, specific subject matter ability, creative/productive thinking ability, and leadership ability.

The last area, leadership, is often overlooked in classroom instruction, even though it is extremely important. The essential element on personal, social, and civic responsibilities has several subelements addressing leadership, and activities developed in these areas would be starting points for a leadership program. Students in middle school study topics that relate to considering one's own values as well as those of others when making political decisions. When they are studying Texas history, students can divide into groups that existed when the republic was formed to compare and contrast perspectives.

Students could also attempt an activity that would link both the content of history with the development of group dynamic skills important for leadership. Students could role-play different groups, and they could explore the feelings held toward secession by Mexicans farming in the Valley or living in Mexico City, by Anglo settlers in Austin or El Paso, and by army officers stationed in New Orleans. Students will begin to understand how different groups look at the same facts in different ways and come to a better understanding of and respect for the beliefs of others.

Another important way that content, process, and product can be differentiated for gifted learners is to plan multidisciplinary courses. Social studies courses developed in conjunction with the English component are particularly beneficial, giving students an appreciation for the interrelation of culture and politics.

For example, when learning about American colonialism, students can read sermons such as "Sinners in the Hands of an Angry God." After a discussion of Puritanism and its effect on local colonial government, students will understand better the religious groups that came to and founded early America and their impact on government and society.

Regardless of the content area, certain principles should be kept in mind when enriching curriculum for gifted students.

The teacher may:

- relate content to broad-based issues and problems
- encourage in-depth learning about topics the students choose themselves and may research independently
- combine essential elements from several content areas and disciplines and integrate them into a study requiring higher level thinking strategies
- help students develop independent or self-directed study skills
- present activities to help students develop productive, complex, abstract, and higher level thinking skills
- focus on open-ended tasks
- cover essential elements by integrating the learning of basic skills and higher level thinking skills into the curriculum
- encourage the development of ideas that challenge present thought and produce new ideas involving the use of new techniques, materials, and forms
- encourage students' self-understanding through recognition of their own abilities
- encourage students' self-acceptance by helping them to appreciate likenesses and differences between themselves and others
- evaluate student progress by using appropriate and specific criteria that includes self-appraisal, criterion-referenced, and/or standardized instruments

Special Programs

Compensatory Education

Compensatory instruction is targeted for students who are having academic difficulty in English language arts, science, mathematics, reading, and/or social studies. Other students who may require compensatory or remedial instruction include migrant students, students who speak a language other than English, and prekindergarten or kindergarten children who have special developmental needs.

Compensatory instruction should extend and reinforce the regular program of instruction. Instruction for students in the remedial and compensatory categories should be:

- based on each student's functional instructional level
- designed to teach the essential elements

There are many reasons why students need special assistance to master the social studies curriculum. Some students may need assistance with a single concept or skill only, while others may be functioning significantly below the age or grade level of their peers. When it is apparent to the social studies teacher that a student is not succeeding in the instruction provided, modifications in placement, pacing, and materials should be initiated.

General Principles of Modification

In providing compensatory education, teachers should:

- identify specific skill needs to ensure that instruction is directed toward specific deficits
- identify specific learning modalities and styles
- identify alternative instructional strategies

Modification of Pacing and Placement

Teachers are encouraged to:

- assess language proficiency, if necessary, to determine program placement in the appropriate language for instruction
- reinforce reading skills in which students have been diagnosed as deficient using activities that promote:
 - building social studies vocabulary
 - recognizing time and place relationships
 - understanding the main idea
 - choosing and remembering important facts
 - drawing conclusions and making evaluations
 - reading maps
 - using textbooks and reference materials
- use small-group instruction for students with the same skill needs
- use cross-age tutors, adult tutors, and peer tutors for one-on-one reinforcement and to provide added time on task
- provide athletic coaches, parents, or teachers to serve as mentors
- provide computer-assisted instruction for drill and practice activities

Modification of Materials

In modifying materials, teachers may:

- secure multilevel materials that incorporate the essential elements for the unit or course of study
- develop or obtain multimedia materials, audio and visual, to accommodate different learning styles of individual students
- construct study guides for the textbook using an adjusted vocabulary

Special remedial and compensatory alternatives provide assistance in implementation of instructional options. These options include tutorials, special teachers to provide additional time on task, reading improvement courses, locally developed skills courses, coaching, summer school, and counseling.

The regular teacher and any other special teacher who provides remedial or compensatory instruction should coordinate instructional activities using a team approach to:

- determine each student's level and identify specific skill needs
- jointly design and implement lesson plans
- adapt or modify instruction based on continuous assessment of student progress

Additional information for students needing compensatory instruction may be found in the following sections on bilingual education and migrant education.

Bilingual Education

Social Studies for Students Limited in English Proficiency

Administrators should provide a quality program that develops expanded meanings of language, builds vocabulary, and teaches word recognition and comprehension techniques to both LEP and native English-speaking students.

English-speaking students in the regular classroom acquire prereading and basic reading abilities they can add to the specific requirements a social studies program demands. Therefore, students proficient in English have a good start in attaining a mental framework upon which to establish the additional competencies needed for successful reading in a social studies program.

On the other hand, the LEP student who is struggling to speak, read, and comprehend the English language will have few, if any, of the preskills necessary for academic success in a social studies program which uses the same instructional methods, materials, and pacing used for all students. Curricular modifications must be designed to supply background skills that other students already possess.

For LEP students, the reading requirements of a social studies program may be extensive and unrealistic. The average LEP student who is learning a second language may not, under the ordinary constraints of time, have attained the level of competence necessary for effective reading. Vocabulary development may still be in an elementary stage, and comprehension of social studies abstract concepts in English, both in spoken and in written context, may still be minimal.

When information is available only through the medium of the second language, students are certain to make little progress and are unlikely to be able to maintain the same instructional pace as their peers. Success in mastering social studies concepts is possible only to the extent that the LEP student has acquired the basic reading skills and the specialized abilities and knowledge demanded in the subject.

Therefore, educators cannot realistically expect that the LEP student will learn to understand, speak, read, and write a second language and acquire the social studies concepts and skills through the medium of the second language at the same time. There are two relevant and basic questions that a teacher responsible for social studies instruction must consider:

- How much prior skill and knowledge does the student possess?
- How much effective reading is the student able to accomplish in social studies textbooks written in English?

Answers to these questions will point teachers and administrators to the alternatives needed to ensure the academic progress of LEP students.

Modifying the Social Studies Curriculum for LEP Students

Two distinct programs, bilingual education and English as a second language (ESL), may be used as modified approaches to teach social studies. A bilingual education program makes use of a LEP student's native language as well as English to teach social studies. An ESL program uses the second language, English, as the medium of instruction along with adaptive methodologies. LEP students' language abilities should be assessed to determine which language should convey the contents of the course. The selection of an appropriate medium to convey content is dependent on the language strengths and maturities of LEP students.

LEP students fall into three basic categories. The first is comprised of those students who understand and speak English with some adequacy but who have not yet learned to read and write well in English. They will have more success in learning social studies concepts through oral and visual methods. A second type of students understand, speak, and read in their native language but speak no English. They will have more academic success in learning social studies concepts through written materials in their native language. A third type of students may speak little English and have only some speaking and no reading skills in their native language. Social studies concepts should be presented orally to them in their native language. Further guidance on the process of determining the best language of instruction for students can be found in *Guidelines for Language Usage in Bilingual Education and English as a Second Language Programs*, TEA Publication AD6 320 01.

When a LEP student's language characteristics have been determined, the teacher can identify the appropriate instructional methods, materials, and pacing necessary to ensure mastery of the social studies essential elements.

General principles of modification. To meet the instructional needs of the LEP student through bilingual education and English as a second language programs, districts should modify the program for learning English and for mastering the essential elements required in social studies programs. Assessment of mastery should be consistent with the method of instruction used and may be conducted in the primary language or in English.

In a bilingual education program, the regular curriculum is provided through dual language use to meet students' needs. The districts have the responsibility to ensure that instructors modify curriculum according to the learning styles and different needs of various students. The social studies curriculum that results from a dual language program should:

- foster the critical thinking process
- stimulate continuous reorganization of previously learned ideas
- encourage further investigation of the information presented

Modification of methods. Instructional strategies may also include the following objectives:

- to help students build individual card files on needed vocabulary for social studies
- to show the same information through a variety of different graphs and visuals
- to build vocabulary needed to read maps and legends as these are discussed
- to encourage students to underline key words or important facts in their written assignments
- to teach necessary vocabulary for sorting categories of social studies concepts into groups and to explain this vocabulary in words known to the student
- to use student pairs for team learning, especially for reports
- to teach the vocabulary helpful in evaluating material for logic of written expression and for categorizing as opinion or fact
- to write shorter and less complex sentences and paragraphs with fewer sentences for easier comprehension
- to use language experience techniques in discussing concepts and ideas
- to teach the words that signal sequence
- to check understanding of written language that may convey complex concepts
- to show students how to use a timeline to arrange and sequence important facts

Modifying the pacing and placement. Appropriate pacing may require reordering the sequence in which essential elements are provided until some degree of reading comprehension is reached. Further, secondary LEP students, whose academic needs require fulfillment of graduation credits, will need assistance in pacing course selection to accommodate their language and academic abilities. Modifications may also involve placement of the student at an instructional level determined by what courses the student has successfully completed. Textbooks should be chosen to meet the student's instructional needs. Informal reading inventories in the primary language and in English may be used to determine both instructional level and appropriate textbooks.

Modifying the materials needed. Even though social studies textbooks may not be available in the primary language, districts can design their own appropriate instructional materials in the native language by using social studies essential elements as the content guide. In ESL programs, the district may use the state-adopted social studies texts adapted to ESL methodologies. Other instructional materials such as teacher-made and commercially made products should be modified to adjust for the students'

language and academic abilities. Additional suggestions for modification may include the following:

- to provide a number of pictures to illustrate new words
- to offer a variety of reference materials at the students' instructional levels for independent use
- to use cartoons and leave the balloons above the speakers blank, to be filled in by the students
- to collect many of the available comic books that portray historic and cultural events in simplified language
- to provide biographies of significant men and women from different cultures
- to prepare difficult passages from textbooks on tape for listening activities
- to use outline maps for students to practice writing in the details and labels
- to support reading instruction in the social studies by maintaining films, records, filmstrips, and other materials which may be used independently or in small groups
- to present clear illustrations and concrete examples to assist the student in understanding complex concepts and skills
- to highlight written materials for readability by enlarging the size of print, by organizing chapters meaningfully, and by writing headings that show introductions for transition from one idea to another
- to use pictures, tables, maps, diagrams, globes, and other visual aids to assist in comparison and contrast for comprehension of concepts

As district educators consider modifications, they should remember that state-adopted texts can provide useful information in selecting materials appropriate for the LEP student.

In sum, these suggestions for modification of the instructional program for teaching social studies to the LEP student are a beginning. Additional suggestions can be used from the Compensatory Education, Gifted and Talented Education, and Migrant Education sections of this framework.

Migrant Education

While migrant students may be limited in English proficiency, may require compensatory and remedial assistance, or may need enrichment activities to be challenged adequately, the social studies teacher should be aware of other unique needs they may have. Because of their high mobility, migrant students may receive piecemeal instruction from several schools. The students may attend school part-time, from six to seven months, or they may attend school for the full year. In either situation, migrant students commonly have gaps in their education due to their migratory status.

A useful source from which the teacher may extract vital educational information concerning individual migrant students is the education record of the Migrant Student Record Transfer System (MSRTS). If migrant counselors are available, they can assist social studies teachers in planning instructional programs for migrant students. The MSRTS will report credits earned in social studies courses and partial work completed in this area.

Continuity of instruction and the provision of intensive remediation are two crucial ways in which teachers can provide opportunities for migrant students to learn the essential elements. To provide continuity, school districts can share information through the use of checklists for elementary students indicating which essential elements have been taught, which ones need to be reinforced, and which ones should be the basis for further instruction.

General Modification Strategies

The teacher is encouraged to:

- assess the students' instructional levels through informal testing
- prepare brief outlines of units to be studied and highlight important topics in each unit
- establish a buddy system for completion of assignments

- provide migrant students with oral tests and/or tape-recorded lessons when appropriate
- improve oral language development by discussing and writing about common group experiences
- allow the students to bring their own culture into the classroom by incorporating it into the content of the course
- examine questioning strategies to ensure that they are at an appropriate instructional level
- incorporate the migrant students' experience into the course content; for example, compare their mobility patterns to "how population movements and patterns of settlement in the U.S. were influenced by physical features"
- provide mentors for gifted migrant students who show exceptional ability and interest in a certain field

Modification of Pacing and Placement

The teacher may:

- allow opportunities for independent work that may be completed through prepared independent units of study
- use tutors to supplement instruction; keep the ratio of students to teacher, aide, or peer tutor low
- establish extra classes in the evening, weekends, and during the summer
- provide computer-assisted instruction for remedial and enrichment purposes

Modification of Materials

In modifying the materials the teacher may:

- modify textbook passages to a more appropriate reading level
- make use of high-interest, low-reading level materials
- use tapes, films, and oral presentations
- for accelerated migrant students, develop further the students' research skills and problem-solving abilities

In sum, migrant students present the district with unique challenges. Are the instructional needs due to lack of experience or background? Do educational needs stem from lack of time on task, or are they truly remedial in nature?

Responses to these question have implications for the district's programming for migrant students. Suggestions in the appropriate sections of Compensatory Education, Bilingual Education, and Gifted and Talented Education may also be used to plan an effective instructional program for migrant students. Through careful analysis, the district will be able to provide effective programs that produce the vital understandings basic to students' succeeding in the social studies program.

Appendices

Appendix I: Curriculum Requirements Prescribed by State Law and State Board of Education Rule

This appendix outlines social studies curriculum requirements that are prescribed by legislative mandates and by State Board of Education rules. The requirements are subject to change as new legislation is passed and new rules are formulated or revised.

Curriculum Requirements by State Law

Section 21.101 of the Texas Education Code states:

- (a) Each district that offers kindergarten through grade 12 shall offer a well-balanced curriculum that includes:
 - (8) social studies
 - (9) economics, with emphasis on the free enterprise system and its benefits
 - (12) Texas and United States history as individual subjects and in reading courses
- (c) The State Board of Education by rule shall designate the essential elements of each subject and shall require each district to provide instruction in those elements at appropriate grade levels. In order to be accredited, each district must provide instruction in those essential elements as specified by the State Board.
- (d) Local instructional plans may draw upon state curriculum frameworks and program standards as appropriate.
- (g) The State Board of Education and local school districts shall foster the continuation of the tradition of teaching American and Texas history and the free enterprise system in regular subject matter and in reading courses in the public free schools of Texas and in adoption of textbooks.

Requirements by State Board of Education Rule

§75.3 Essential Elements (Kindergarten-Grade 12) requires that:

Each school district shall provide instruction in the [social studies] essential elements of the appropriate grade levels as specified [K-Grade 12]. . . . A school district may add elements at its discretion but shall not delete or omit instruction in the essential elements required by the State Board of Education. Instruction in the essential elements may be modified for students with identified needs, as appropriate.

§75.141 Description of a Well-Balanced Elementary Curriculum

- (c) Kindergarten.
 - (4) The weekly schedule shall include instruction in . . . social studies.
 - (6) The school district shall develop and implement a written instructional plan detailing how the essential elements will be addressed in . . . social studies.
- (d) Grades one-three.
 - (4) Within each semester, the equivalent of at least 100 minutes per week shall be devoted to teaching social studies.
 - (7) The school district shall develop and implement a written instructional plan detailing how the essential elements will be addressed in . . . social studies.

(e) **Grades four-six.**

- (3) Within each six weeks the equivalent of 225 minutes per week should be devoted to teaching social studies.

§75.142 Description of a Well-Balanced Secondary Curriculum

(b) **Secondary grades seven-eight.**

- (4) Each school district shall teach and each student shall take:

(F) Texas History and Geography (grade seven) (one unit)

(G) United States History and Citizenship (grade eight) (one unit)

(c) **Secondary grades nine-12.**

- (1) Each school district shall offer the courses listed below and shall maintain evidence that students have the opportunity to take these courses every other year.

(D) Social studies—United States History, World History Studies, United States Government, World Geography Studies

(E) Economics with Emphasis on the Free Enterprise System and its Benefits (may be taught in either social studies or business education)

§75.151 High School Graduation Requirements

- (c) All students shall complete a minimum of 21 units to receive a high school diploma. The required social studies units shall include the following:

- (4) Social Studies (two and one-half units)

(A) World History Studies or World Geography Studies (one unit)

(B) United States History (one unit)

(C) United States Government (one-half unit)

- (5) Economics, with Emphasis on the Free Enterprise System and its benefits (one-half unit)

Appendix II: Experimental and Local Credit Courses

§75.164 Experimental Courses, Magnet Programs, and Alternative School Programs

- (a) School districts may develop experimental courses designed to enable students to master knowledge, skills, and competencies not included in existing essential elements.

- (1) All experimental courses which had been approved in previous years for state credit toward graduation ceased to be approved August 31, 1985, and had to be resubmitted.

- (2) The commissioner of education may approve a limited number of such courses only when the applicant district demonstrates that the proposed course is academically rigorous and addresses documented needs.

- (3) Experimental courses for which a district wishes to award credit toward state graduation requirements must have prior approval of the commissioner of education. The district shall submit a request for approval which includes:

(A) description of the course and its elements or objectives;

(B) rationale and justification for the request in terms of student need;

(C) description of activities, major resources, and materials to be used;

- (D) methods for evaluating student outcomes;
 - (E) qualifications of teacher; and
 - (F) school year for which approval is requested.
- (4) Experimental courses may be approved by the commissioner of education for a maximum of five years. Districts that wish to continue offering a course may apply for reapproval. The commissioner shall require the district to show evidence that the course should be continued.

§75.165 Courses for Local Credit Only

A school district may offer one or more courses for local credit only. Such courses may not be counted toward state graduation requirements but may be counted toward local credit. Credit for such courses may be transferred from one school district to the other only with the consent of the receiving district.

Appendix III: Honors Courses

§75.152 Advanced High School Program

- (c) School district boards of trustees that wish to offer the advanced high school honors program shall adopt policies which provide for such honors courses and programs. Such policies shall provide for modification of the courses of study of currently approved courses by accelerating, providing greater depth, and expanding the courses and their essential elements. School districts shall ensure that students participating in honors courses or programs are instructed in all essential elements and demonstrate an acceptable degree of mastery of those elements.
- (d) Honors courses shall be defined as those courses having:
 - (1) specific criteria for entry of highly motivated students
 - (2) a definite scope and sequence that reflects the nature of the subject
 - (3) a differentiated curriculum that includes a wider range and greater depth of subject matter than that of the regular course
 - (4) an emphasis on higher level and critical thinking skills
 - (5) provision for creative, productive thinking
 - (6) a stress on cognitive concepts and processes
 - (7) instructional strategies that accommodate the learning styles of the students involved, and
 - (8) independent or well as guided research

School districts shall submit descriptions of honors courses or programs to the commissioner of education for consideration of approval at least six months prior to proposed implementation.

Appendix IV:

Guidelines for Evaluating Social Studies Programs

The following is a suggested set of guidelines for evaluating a social studies program. The guidelines indicate general areas of a program that warrant evaluation; they also pose leading questions for consideration by social studies educators. Although the questions do not give specific indications of the quality of a program or its components, the higher the number of positive responses, the more likely the program is meeting the needs of students.

Curriculum Planning, Coordination, and Review

- Is there an individual assigned the responsibility of coordinating the social studies program at district, campus, and grade levels?
- Are locally developed curriculum documents that include essential elements available to staff?
- Is there an organized process within the district for evaluating the current curriculum that includes professional staff and members of the community?
- Is there an organized districtwide and ongoing process of curriculum planning in existence?
- Are teachers provided space for group and individual planning?
- Is there evidence of a plan for the coordination of regular classroom instruction and special populations instruction?

Instructional Resources

- Are teachers and students provided with various printed materials such as:
 - supplementary materials to support each grade-level subject, course, and unit
 - standard reference works
 - reference tools such as periodicals, newspapers, statistical manuals, bibliographies, and atlases
 - sources of print and nonprint materials
- Are teachers and students provided a variety of nonprint materials and equipment such as:
 - films, filmstrips, slides, pictures, charts, audio and video recordings, and computer software
 - film and filmstrip projectors, video and tape recorders, record-players, overhead projectors and screens, copying and duplicating machines, and computers
 - globes, maps, and models
- Do social studies classrooms have items available such as:
 - movable furniture that allows flexibility in class arrangements
 - a bulletin board and chalkboard
 - storage space for books and other materials
 - filing cabinets for storage of teacher and student materials
- Is there an identifiable process for acquiring instructional materials that includes:
 - participation by teachers and supervisors in planning for the acquisition of such materials
 - criteria for selection of materials
 - provision for citizen participation as appropriate
 - budgeting specifically designated for social studies

Classroom Instruction

- Do teachers use a variety of instructional arrangements such as small groups, large groups, and individual assignments?
- Are a variety of teaching techniques and materials included in instructional plans, units, and lessons?
- Is there evidence that classroom instruction addresses the three goals of the social studies curriculum (acquiring knowledge, developing attitudes and values, and developing skills and processes) as evidenced in curriculum documents, student work, and tests?
- Is a variety of evaluation techniques such as teacher-made tests, standardized achievement tests, checklists, teacher observations, role playing, and art work used to assess student progress?
- Is there evidence of teacher use of community resources such as speakers, field trips, libraries, and historic sites?
- Does student work such as written reports, notebooks, and artwork reflect a variety of instructional techniques?

Staff Development

- Are teachers' primary assignments in their areas of certification?
- Do teachers have access to a professional library for social studies which includes books, journals, and magazines?
- Do teachers have the opportunity to be involved in conferences and other staff development activities sponsored by social studies professional organizations on local, regional, state, and national levels?
- Is there a planned procedure for teacher involvement in identifying and prioritizing staff development activities?

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

- (1) acceptance policies on student transfers from other school districts;
- (2) operation of school bus routes or runs on a non-segregated basis;
- (3) nondiscrimination in extracurricular activities and the use of school facilities;
- (4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
- (5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
- (6) nondiscriminatory practices relating to the use of a student's first language; and
- (7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

SOCIAL STUDIES

Every elementary school shall offer a social studies program that includes the following essential elements.	The student shall be provided opportunities to:						
	K	1	2	3	4	5	6
Personal, social, and civic responsibilities	Recognize need to finish assigned tasks Discuss ways people can help each other Discuss socially acceptable and unacceptable behavior Practice rules of safety Recognize safety symbols	Identify positive traits of self and others Identify and accept one's classroom responsibilities Contribute to group activities Discuss positive traits of friendship Complete assigned tasks Discuss actions as honest or dishonest, fair or unfair	Explain acceptable ways of dealing with individual and group conflicts Accept responsibility for one's actions Volunteer for leadership activities Follow standards of honesty and fairness	Understand that individuals have the right to hold differing viewpoints Identify students' responsibilities to the community and state Demonstrate respect for public and private property	Accept the responsibilities of membership in various groups Support individuals' right to have differing opinions Explain how groups influence individual behavior	Identify traits of democratic leadership Respect right of others to behave in ways consistent with both personal and societal value systems Follow standards of ethical and moral conduct Identify basic civic values of American society	Explain role of compromise as a method of resolving conflicts Support the principle of majority rule and minority rights Respect individuals' right to hold different political and religious beliefs
The American economic system	Identify basic economic wants (food, clothing, shelter) of all people Understand the ways basic economic wants of family members are met Identify property as "his/hers/mine/ours"	Identify the kind of work that school personnel and family members do Understand concept of exchange Understand the concept of scarcity Recognize the necessity of making economic choices among alternatives	Distinguish between goods and services Describe how people depend on each other to supply economic goods and services Identify persons who provide goods and services to the community Distinguish between making (producing) and using (consuming) things Identify the kinds of income people receive (wages, salaries, rent, profits)	Describe ways a community satisfies needs for food, clothing, and shelter Give examples of specialization and division of labor in a community Give examples of public and private property Name economic resources located in and around the community	Explain the importance of economic interdependence within and among regions of Texas Understand Texas' economic relationships to other states and to the world Identify examples of the factors of production (land, labor, capital, enterprise) Identify major economic resources of regions of Texas	Describe economic activities in regions of the United States Explain why conservation of economic resources is important Describe how transportation and communications have contributed to economic interdependence within the United States Describe buyers' and sellers' reactions to price (law of demand and supply) and market clearing price Explain how ways of work have changed over time	Explain the economic importance of various regions of the world Explain and give examples of economic interdependence among nations Recognize the value and dignity of work Describe characteristics of each type of major economic system (free enterprise market, command) Understand the role of competition in a market economy
Historical data about Texas, the United States, and the world	Identify important Texas and United States holidays Recite national pledge of allegiance	Know patriotic customs of the state and nation Know state and national anthems Identify symbols of the state and nation Use terms concerning time (yesterday, today, tomorrow) Know days of the week and months of the year	Identify individuals of past and present significance to the community Know significance of major historical celebrations in the community Explain symbolism of state and national flags	Describe some ways one's community has changed over time Identify and know significance of historical landmarks in the community Know basic facts of the community's founding	Describe the influence of geography on the history of Texas Know basic facts about the founding of Texas as a republic and a state Identify significant individuals and their contributions to Texas history	Identify causes of historical events or actions in United States history Know significant American leaders and their contributions to American history Describe major historical events in the development of the United States	Identify contributions of various cultures, past and present, to world civilization Identify significant individuals and their contributions to world history Identify major world civilizations in history Describe major events in world history
Institutions and processes of local, state, national, and other political systems	Know and observe classroom rules Identify examples of right and wrong behavior Explain the need for rules	Explain the need for rules at home and school Identify school and community rules (laws) Identify authority figures in school and community	Identify some governmental services in the community Know who makes rules and laws in the community Understand consequences for violating rules of the school	Know how community and state laws are enforced Identify basic functions of local and state government Know consequences for violating laws of the community	Distinguish among city, county, state, and nation Identify executive, legislative, and judicial roles at local and state levels	Understand basic organization of the national government Identify major American political documents and their purposes Explain basic rights and responsibilities of American citizens Identify major political parties and their symbols	Identify contributions of other countries to the American political system Describe the characteristics of each type of political system (rule by one, few, or many) in selected countries
Local, state, national, and world geography	Know terms related to direction and location (up/down, left/right, near/far) Express relative sizes (large, small) Identify school and community by name Recognize that symbols and models (globes) represent real things	Know geographical location of home in relation to school and community Know geography of the school campus Know seasons of the year Identify state and nation by name Use simple classroom maps to locate information Distinguish between land and water on maps and globes	Identify various types of transportation and communication Identify local natural landforms Note effects of seasonal change on the local environment Make and use simple neighborhood maps Interpret map keys and symbols Know and use cardinal directions (north, south, east, west) Locate one's community, Texas, and the United States on maps and globes	Know geographical location of community relative to state and nation Describe the physical features of one's community Describe how one's community is similar and different from other communities Locate the continents and major bodies of water on maps and globes Use intermediate directions (NW, SE, etc.) to interpret maps Use scale to determine distance on a simple map Locate points on a grid Use a compass rose to determine direction	Describe how the various geographical regions of Texas, the United States, and the world are similar and different Understand how people adapt to their physical environment Know how landforms and climate interact Describe landforms and climates of various regions of Texas Locate major geographical features of Texas on maps and globes Locate the prime meridian and equator on maps and globes Explain the purpose of latitude and longitude (parallels and meridians) Use latitude and longitude to locate places on a state map	Describe how the various geographic regions of the United States are similar and different Understand how people have adapted to and modified the physical environment of the United States Understand the geographic interrelatedness of the United States and adjacent countries Describe the landforms and climates of various regions of the United States Locate major geographical features of the United States on maps and globes Use latitude and longitude to determine directions and locations on a United States map Use scale to determine distance within the United States	Compare culture regions of the world Describe population patterns of the world Describe the impact of physical features on selected cultures (past and present) Locate and describe landforms and climates of various regions Describe how the geographic regions of the world are similar and different Recognize various types of map projections Use latitude and longitude to locate sites on maps and globes
Psychological, sociological, and cultural factors affecting human behavior	Identify ways people learn from each other Identify self by name, age, and birthdate	Describe how family members provide for each other's social needs Describe similarities and differences among people	Identify several groups to which students belong Describe family traditions and customs Know common responsibilities of family members in any culture	Identify local traditions, customs, and folkways Describe how individuals and families change over time Identify racial and ethnic contributions in the community and state	Describe how traditions, customs, folkways, and religious beliefs differ among individuals and groups Describe the influence of other cultures on Texas	Identify holidays and celebrations in the nation that are cultural-group related Identify the contributions of various cultures to the American way of life (art, literature, music, etc.)	Describe examples of cultural borrowing among societies Identify basic institutions common to all cultures Describe how written and unwritten laws and rules (mores and customs) of a society affect individual and group behavior Recognize that decisions made in one's self-interest may benefit others
Social studies skills	Predict consequences of behavior in a group	Identify cause and effect relationships in the classroom and school Discuss visuals (pictures, charts, graphs, tables)	Differentiate between fact and fiction in historical contexts Make simple visuals (pictures, charts, graphs, tables)	Identify multiple causes of events in communities, past and present Interpret legends or keys on visuals	Distinguish between personal opinions and factual accounts of events in social studies materials Interpret visuals (pictures, charts, graphs, tables)	Sequence events on a timeline Locate information in reference works (atlas, almanac, encyclopedia, etc.) Classify social studies materials as primary or secondary Evaluate information from various social studies sources	Make and interpret timelines Compare and contrast opposing viewpoints Organize data to support or refute a viewpoint



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